



## Pupil Premium Strategy Statement The Buckingham School **2024-2027**

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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  | 1074   |
| Proportion (%) of pupil premium eligible pupils   | 21.5% (Yr 7-11)<br>20.0%(all years)<br>(25.7% Nationally)                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | £194,279 (2024/25)<br>£236,813 (2025/26)<br>£225,485 (2026/27) Not confirmed |
| Date this statement was published   | September 2025   |
| Date on which it will be reviewed   | September 2026   |
| Statement authorised by   | Andrew McGinnes (Headteacher)  |
| Pupil premium lead  | Richard Peel (Deputy Headteacher)  |
| Co Chairs <b>Chair of Governors</b>   | Andy Crossey   |

### Funding Overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £220,101 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £16,712  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £236,813 |



## 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.

The **Buckingham Way** is our culture. The foundation block on which everything in our school rests is Kindness. **The Buckingham Way** is clear that **Kindness to All** is a non-negotiable expectation for our whole community.

We strive to display three key behaviours (our **Core Choices**) at all times. We celebrate with students when they are able to demonstrate **Respect, Responsibility and Reflection** in their actions. We seek to actively promote and reward the **Core Choices** as behaviour we would wish to see. These choices will support students in their academic growth; being engaged, being independent, and being exemplary.

This strategy sets out the many support mechanisms and opportunities provided to our students in order that they achieve **Success for All**





The school has also worked hard to improve attendance and narrow gaps in attainment for our disadvantaged students, and whilst there have been successes, this focus remains at the forefront of this strategy.

Another 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:

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 (Education Endowment Foundation), 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 teacher development, 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 Key Stages 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 Looked After Children and Post Looked After Children. 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 Education Endowment Foundation, (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                | 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, (Challenge 1)  | Pupil Premium students achieving aspirational target grades at the same percentage as non-pupil premium students.  |
| To ensure the continued provision of “quality first teaching” in all classrooms, (Challenge 1)   | Sustained high levels of wellbeing by 2025/26, demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant participation in enrichment and intervention activities for Pupil Premium Students</li> </ul>   |
| Improve attendance of PP students, (Challenge 3)   | The overall attendance rate of students is to be above 93%, and the attendance gap between disadvantaged and non-disadvantaged pupils is reduced by 50%  |
| Improve PP students’ attitude to learning and reduce number of FTE (Fixed Term Exclusions) given to PP students so that it is in line with their peers, (Challenge 6)  | Reduced behavioural incidents for PPG pupils from 27.5% of negative behavioural incidents in 2022, to 16% of all negative behavioural incidents in 2026, (in line with the demographic)  |
| <p>To improve reading ages for KS3 Pupil Premium students to be in line with Non-Pupil Premium Students</p> <p>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.</p> <p>To embed the use of key terminology and Tier 2 and 3 subject specialist vocabulary across all subject areas</p> <p>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.</p> | <p>The gap in reading ages for pupil Premium Students compared to non-pupil premium students in Key Stage 3 narrows over the year.</p> <p>Feedback from teachers and other involved staff recognises pupils enjoying and using their improved reading skills. (To be qualified by staff voice)</p> <p>Positive feedback from students via student voice.</p> <p>Students access higher level terminology, understand it and use it appropriately</p> <p>All curriculum areas have explicit literacy focused actions across the curriculum maps and intents</p> |
| Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions. (Challenge 1,2,6,)  | Over 80% of Pupil Premium students feel challenged and confident to contribute and ask questions by 2025/26, demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and student observations.</li> </ul>  |



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|--|---|
| <p>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 (Challenge 2)</p>  | <p>Sustained high levels of wellbeing by 2025/26, demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys.</li> </ul>   |
| <p>PP students to engage in a wide range of enrichment activities to the same level as their Non-PP Peers, (Challenge 5)</p>   | <p>A significant participation in enrichment and intervention activities for Pupil Premium Students with transportation/funding barriers navigated.</p>   |
| <p>Provide high quality Careers Education, Information, Advice and Guidance, (CEIAG) provision to all PP students i.e.:</p> <ul style="list-style-type: none"> <li>• Improve access to further education paths in to post 16 education.</li> <li>• Ensure all PP students provided with at least two meaningful encounters with a careers adviser.</li> <li>• Improve attendance of PP students to careers related trips and experiences.</li> <li>• Improve access to further education paths in to post 16 education.</li> </ul> | <p>All Pupil Premium students are provided with at least two meaningful encounters with a careers advisor.</p> <p>All PP students attend careers related events and all students will have been provided the support and opportunity to attend careers related trips</p> <p>All PP Students to continue in education, apprenticeships or employment</p> |
| <p>Increase PP parents' engagement with school</p>   | <p>Attendance at parents evening for Pupil Premium is in line with their peers by 2026</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: £114,480

| 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, 6                          |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.                   | <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) &amp; 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.</p> <p>Interleaving and questioning +7 Months</p> <p>Assessment for learning / feedback + 6 Months</p>   | 1, 2, 4, 6,                   |
| Purchase of standardised Assessments  | <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Wider educational literature e.g. Lemov (2010) &amp; 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</p> | 1, 2, 3, 4,                   |
| Walkthrus CPD model using instructional coaching methodology  | <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p><a href="#">Characteristics of Effective Teacher Professional Development - EEF</a></p>   | 1, 2, 6,                      |
| QA led by Teaching and Learning Team, SLT and HoDs to provide developmental feedback,                         | “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”   | 1, 2, 6,                      |



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|---|--|----------------------|
| <p>identify training needs and to share best practice</p>   | <p><a href="#">Characteristics of Effective Teacher Professional Development - EEF</a></p> <p>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’.</p> <p>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.</p>             |                      |
| <p>CPD and T&amp;L briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson</p> | <p>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</p>  | <p>1, 2, 6</p>       |
| <p>Appointment of a Learning Mentor (“behaviour TA”) to support the work of the Inclusion Team</p>                              | <p>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</p> <p><a href="#">EEF - Mentoring</a></p> | <p>1, 2, 3, 5, 6</p> |



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

Budgeted cost: £79,446

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Improving literacy for all pupils who have low comprehension skills  | <p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 1, 2, 4, 6                    |
| <p>Providing subject specific revision and intervention sessions. E.g. In school &amp; lunchtime sessions</p> <p>Providing specific revision material e.g. revision guides</p> | <p>Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>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.</p> | 1,4, 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                    |



## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,175

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice, and following guidance from Inclusive Attendance.   | The DfE has worked with a number of schools to produce the guidance.   | 3                             |
| Targeted attendance activities, including: <ul style="list-style-type: none"> <li>• Review and update attendance policy</li> <li>• Incorporate attendance into transition planning</li> <li>• Work with PP parents and students to identify specific barriers to attendance</li> </ul> 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                       |
| Increased 1:1 career advisor Interviews  | CEC report (2020): <a href="#">highlights importance of careers guidance</a> . 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, 6                    |
| Ensure number of careers events attended by Yr9-11 students is a minimum of 1 per year   | CEC report (2020): <a href="#">highlights importance of careers guidance</a> . 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, 6                    |
| Use of external counsellors to support students using a range of different techniques<br>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<br><a href="#">Healthy Minds - EEF</a>  | 1, 2, 3, 6                    |



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|--|--|------------------|
| 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, 6       |
| Appointment of a behaviour TA to support the work of the Inclusion Team  | As above   | 1, 2, 3, 6       |
| 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       |
| Increase Parents Evening engagement by: <ul style="list-style-type: none"> <li>Develop early online booking for PP parents</li> </ul> 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.<br>EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress                            | 1, 2, 3, 6       |
| 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       |
| 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 |
| 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, 6       |
| 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  |

**Total budgeted cost: £252,694**



## **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 to 2025 academic year.

|   |
|---|
| <p><b><i>Achieve further improved results for pupil premium students (A8, 5+ E+M)</i></b>      <i>Achieved – Pupil premium results improved in absolute terms (English and Maths at grade 5 and above increased from 7.7% to 10.3%) but also vs 2019 national progress norms (A8)</i></p> <p><b><i>Achieve a further narrowing of the attainment gap for pupil premium students</i></b></p> <p><i>Some Success – The Attainment 8 gap in the school has increased (-1.3 in 2024 to -1.5 in 2025), however the percentage of Pupil Premium students achieving a grade 5 or above in English has increased by 10.2%, and Pupil Premium students achieving a grade 5 and above in English and Maths has increased by 2.6%</i></p> <p><b><i>Achieve improved attendance for pupil premium students</i></b></p> <p><i>Some success – although the attendance gap still manifests, the school has made some positive steps in reducing the attendance gap in year 9, where attendance has increased from 75.5% in 2024 to 79.5% in 2025</i></p> |
|---|

### **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*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
|                  |                 |
|                  |                 |