

Pupil Premium and Recovery Funding Strategy Statement 2024-2027 – The

Buckinghamshire Primary Pupil Referral Unit This statement details our school's use of pupil premium (and recovery premium for the 2025 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 Buckinghamshire Primary Pupil Referral Unit
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	PP 17 CLA 3 Total 20 pupils = 40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sam Haig Head of PRU
Pupil premium lead	Sarah McGowan, Senior Teacher
Management Committee lead	Sarah Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7,575 – DfE £15,935– projected funding based on current number of pupils on roll
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,684
Total budget for this academic year	£26,194

Part A: Pupil premium strategy plan

Statement of intent

At the Buckinghamshire Primary Pupil Referral Unit (PRU), we target our Pupil Premium Funding (PPF) to ensure that all pupils receive high quality teaching and make at least expected progress, especially in reading, writing and oracy, and, in turn, developing a safe community of lifelong learners. Our strategy is designed to help create an individualised approach in order to provide our disadvantaged pupils with the ability to succeed, not only within our setting with their learning, but also within the wider world.

Due to the difficulties and barriers our pupils face, we believe that all the pupils who attend the PRU are disadvantaged. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance, school experience and background. Improve outcomes for disadvantaged pupils both within the PRU, their mainstream school and the community.
- Ensure all pupils are able to read and write fluently, and with a good understanding to enable them to access the breadth of the curriculum.
- Enable pupils to develop self-regulation so they can be safe, positive members of the community.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Regularly assess and review the needs of our pupils.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted interventions that support pupils to make progress in their identified area(s) of need academically, their speech and language, and SEMH needs.
- Purchase resources to support pupils' learning and progress.
- Provide experiences outside of the PRU, such as educational visits and enrichment activities.
- Adopt a whole-PRU approach in which staff take responsibility for disadvantaged pupil outcomes and have high expectations of what they can achieve.
- Provide appropriate opportunities for children to learn and practice co and self-regulation strategies.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy</p> <p>Oracy is essential for the development of communication skills, which are key to successful learning. Oracy has also been shown to be an essential part of literacy skills and reading comprehension.</p>
2	<p>Significant gaps in attainment in all core subjects</p> <p>Reading: 73% of pupils who attended the PRU in the Summer Term 2024 were working below ARE.</p> <p>Writing: 82% of pupils who attended the PRU in the Summer Term 2024 were working below ARE.</p> <p>Maths: 54% of pupils who attended the PRU in the Summer Term 2024 were working below ARE.</p>
3	<p>Lack of co and self-regulation strategies</p> <p>Pupils at the PRU often have an under-developed ability to co and self-regulate. Due to this, they are unable to access the learning opportunities and reach their potential.</p>
4	<p>Access to Wider Opportunities</p> <p>Many of the children who attend the PRU have missed out on access to wider opportunities due to their challenging behaviour. It is crucial that we give them access to rich, quality experiences that enhance their learning from first-hand experiences to improve outcomes.</p>
5	<p>Attendance</p> <p>Attendance in the Summer Term for our pupils who receive PPF was 86.2%, this was a decrease from 88% in the Spring Term. This is significantly below the expected PRU attendance of 96%. Regular school attendance is a key component to support children's educational, economic and social outcomes. Due to the importance of good attendance, this remains a focus on our SIP for this year. Individual attendance contracts have been put in place for pupils whose attendance is a cause for concern.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether or not they have been achieved.

Intended outcome (from challenges)	Success criteria
Improved pupils' oracy to improve their attainment in reading and writing.	Improvements in oracy will be evidenced by: <ul style="list-style-type: none"> • Assessment data captured by Speech link / Infant link and Junior link. • Pupil progress data will demonstrate that 90% of pupils are making at least expected progress in reading and writing. • Observations show that pupils are using a greater complicity of language. • Book looks reveal that pupils are applying taught vocabulary. • Participation in debate by pupils as part of our Whole PRU Council.
Improve attainment among disadvantaged pupils.	By July 2027: <ul style="list-style-type: none"> • All disadvantaged pupils will make at least expected progress in core subjects to help close the attainment gap during placement. • All disadvantaged pupils will be able to use higher level vocabulary in reading, writing and discussions. • Reading outcomes will improve so that 60% of pupils are working below ARE. • Writing outcomes will improve so that 65% are working below ARE. • Maths outcomes will improve so that 40% are working below ARE.
Pupils are able to co and self-regulate so that they are able to access the learning opportunities more effectively.	By July 2027: <ul style="list-style-type: none"> • There will a 25% reduction in the use of physical intervention. • Time out logs will show a 10% reduction in use for specific pupils. • Observation of reflections forms will demonstrate a greater understanding of triggers and calming strategies. • Observations show that pupils are accessing a greater variety of calming strategies.

Improved and sustained good attendance for all.	By July 2027: <ul style="list-style-type: none"> Attendance will improve so that attendance for all disadvantaged pupils is 96%.
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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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching CPD and Learning Support Assistant CPD</p> <p>Three inset days and weekly CPD sessions focusing on QFT. Core subject Lead Learners to receive support through half-termly coaching so they can drive forward their subjects.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p>EEF suggests Learning Support Assistants can provide positive impacts on learner outcomes, however, deployment is key. Investing professional development for Learning Support Assistants to deliver bespoke interventions can be a cost-effective approach to learners' outcomes.</p>	2
<p>Talk for Writing and Talk for Reading training</p> <p>Talk for Writing/Reading training tailored to the PRU's needs. One inset day per year and two development days to support English leads.</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. Evidence suggests that pupils need to internalise language structures needed to write through 'talking the text' as well as close reading. There is extensive evidence from the EEF that enrichment children develop as readers and writers through high quality vocabulary.</p>	1, 2
<p>Read Write Inc. training</p> <p>Weekly CPD sessions to all staff delivering phonics. Fortnightly coaching for each phonics teacher. Two development days from RWI consultant</p>	<p>The EEF findings show an effective phonics program has a positive impact overall, often making an additional five months' progress over the course of the year, particularly those from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is</p>	2

<p>to provide coaching and support to phonics leads.</p>	<p>particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	
<p>Maths Mastery training</p> <p>Access to White Rose for all teaching staff.</p> <p>PUMA maths assessments to ensure teachers understand gaps in learning.</p> <p>Leadership support from the Maths Hub to driver the subject forward.</p>	<p>Evidence suggests that Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. This is in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>EEF evidence suggested that the Mastery approach make an additional 8 months' progress in primary aged pupils over the course of a year.</p>	
<p>Feedback and Impact training</p> <p>Introduce new Feedback and Impact Policy.</p> <p>Half-termly CPD focusing on effective feedback.</p> <p>Regular book looks to provide each teacher with bespoke development points.</p>	<p>The EEF findings demonstrate providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy.</p> <p>It is important to give feedback when things are correct, not just when they are incorrect. High-quality feedback may focus on a task, subject and self-regulation strategies.</p>	2, 3
<p>Working in partnership with Lace Hill Academy to introduce a bespoke oracy approach to meet the needs of the pupils.</p>	<p>We need to talk, 2024, Oracy Commission report arguing that oracy — the ability to speak, listen and communicate — should be a core part of education in England.</p> <p>These skills are vital to make progression across the curriculum but also in in later life.</p>	

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Learning (SEL) intervention training</p> <p>Three LSAs across the PRU to be trained in Talk and Drawing therapy allowing pupils across the PRU to access this intervention.</p> <p>Three LSAs across the PRU to be trained in the impact of social stories and delivering this intervention across the PRU.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils; lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	2, 3
<p>Speech Link interventions</p> <p>All pupils to be assessed on entry.</p> <p>Individual Speech Link interventions based on identified need.</p> <p>Impact of intervention monitored by SENCo and PPF lead.</p>	<p>Evidence suggests the average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	1, 2, 3
<p>Fast Track Phonics</p> <p>Additional phonics sessions (daily) targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase community involvement</p> <p>Become a creative and cultural champion with Young Creative Bucks.</p> <p>Alongside our link person at Young Creative Bucks, plan culture events/visitors across the academic year.</p> <p>Each class to have a community visit at least once a term.</p>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>The average impact of arts participation on other areas of academic learning appears to be positive, about an additional three months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4, 5</p>
<p>Access to lunchtime clubs and extra curriculum activities.</p> <p>A different lunchtime club to be offered daily. PRU Council to provide a list of clubs that the children can be offered.</p> <p>Work with other schools and community projects to identify and fund extra curriculum activities for full time pupils.</p>	<p>Disadvantaged children often have less access to extra-curriculum and cultural experiences. Children with access to these activities often have high motivation, increase language acquisition, confidence and skills to work as a team.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>1, 2, 3, 4</p>
<p>Attendance Strategy</p> <p>Develop and implement a strategy with robust attendance monitoring. Provide</p>	<p>Embedding principals of good practice as set out in the DFE's Working Together to Improve School Attendance</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	<p>1, 2, 3, 4</p>

incentives for individual pupils as required. Address persistent absentees, building positive relationships with families and identifying potential barriers.	As stated in the Education Committee report 'Persistent absence and support for disadvantaged pupils', any absence leads to lost learning for pupils. Attending school is critically important for children's life chances, including their attainment, wellbeing, safety and wider development. PRU attendance had improved since 2010, but the pandemic and its aftermath significantly damaged attendance levels. The pandemic caused higher levels of sickness absence and exacerbated existing problems with persistent absence, with vulnerable children particularly affected.	
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Total budgeted cost: £21,500

Pupil premium strategy outcomes

Part B: Review of outcomes in the previous academic year 2024-2025

Progress against intended outcomes:		
Improved pupils' oracy to improve their attainment in reading and writing.		
We continue to use Speech Link on entry to the PRU to identify pupils who may need interventions with their language skills. Pupils who have received interventions have made progress over time.		
Staff have adopted the dialogic approach to teaching and learning, especially with the embedding of Talk for Writing, we were awarded Showcase Status by Talk for Writing in the Summer term 2025. Our Talk for Writing curriculum has been adapted to further meet the needs of our pupils, focusing on oracy and language development. Each unit focuses on improving sentence knowledge progression. The dialogic method of teaching, adult modelling and oral practice allows teachers to incorporate and model key vocabulary and extend pupils knowledge of vocabulary and sentence structure and become more confident.		
Our Language and Communication Curriculum give all our pupils the opportunity to express their feelings before each lesson using the interoception wheel.		
Data showing % OF PUPILS ACHIEVING AT LEAST EXPECTED PROGRESS		
	Reading	Writing
PUPILS WITH PPF	82%	81%
PUPILS WITHOUT PPF	83%	85%
The overall average data for 2024/25 shows that our pupil premium pupils exceeded our target for expected progress during the first year as set out in our current strategy and were very close to our target for the end of the strategy. The gap in pupils achieving at least expected progress between our identified pupil premium pupils and the remainder of the cohort is low at 1% for reading and 4% for writing.		

In reading, this is a significant improvement from the previous year (2023/24) where there was a 24% gap in progress between our identified pupil premium pupils and their peers, compared to 1% in 2024/25.

In writing, there has also been a significant improvement from the previous year (2023/24) where there was a gap of 22% which has been reduced to 4%.

We will continue to prioritise reading and writing in our strategy for the 2025/26 academic year and is a priority in our School Improvement plan. This will be achieved through continuing daily RWI phonics sessions and Talk for Writing sessions, fast track phonics interventions, regular phonics assessments and further CPD to help us embed daily Talk for Reading lessons, all pupils read in their phonics lessons and with an adult one to one during their placements with us.

We intend to further develop pupil voice as outlined in our SIP, this will be achieved through pupil feedback on reading and direct pupil feedback regarding the curriculum, outside visits and as part of our Whole PRU Council activities. Pupil's oracy is further developed as they are encouraged to take the lead in their council to discuss and debate questions and important issues such as racism and bullying.

All our pupils will have the opportunity to visit a local library once a term as highlighted in our SIP to help foster a love of reading, this in turn will improve mental wellbeing. It will also give them an experience linked to our commitment to develop cultural capital opportunities.

Improve attainment among disadvantaged pupils.

At the start of this current strategy in 2024 we identified our pupil's attainment in all core subjects was well below age related expectations as follows.

Reading: 73% of pupils who attended the PRU in the Summer Term 2024 were working below ARE.

Writing: 82% of pupils who attended the PRU in the Summer Term 2024 were below ARE.

Maths: 54% of pupils who attended the PRU in the Summer Term 2024 were working below ARE.

In the Summer term 2025 we assessed pupil's attainment as follows;

Reading: 44% of pupils who attended the PRU in the Summer Term 2025 were working below ARE.

Writing: 60% of pupils who attended the PRU in the Summer Term 2025 were working below ARE.

Maths: 42% of pupils who attended the PRU in the Summer Term 2025 were working below ARE.

These figures show that for last year's strategy there has been a marked improvement in attainment for pupils, with most significant gains in reading and writing which have exceeded our expectations of 60% and 65% respectively of pupils working below ARE. Even though attainment in math's has improved by 12% we have not reached the target we set at the start of this strategy.

Even though these figures are encouraging it is worth noting that our cohort is constantly changing throughout the year, it is important then that we are able to maintain these levels of success or make further improvements in results throughout the course of this strategy.

We will continue to prioritise the core subjects in next year's strategy, focusing on QFT, coaching of lead learners, the continuation of Talk for Writing and embedding Talk for Reading.

Phonics is an essential part of our curriculum and has contributed significantly to the gains our pupils have made through daily phonics teaching and fast track interventions. We continue to give all staff weekly CPD in the delivery of RWI phonics, we will provide coaching for staff who deliver phonics and leaders will have access to development days from our RWI consultant.

Pupils are able to co and self-regulate so that they are able to access the learning opportunities more effectively.

Academic Year	Total number of Physical interventions (PI)
2023-2024	454
2024-2025	210

There was a significant reduction of physical interventions from 2023/24 to 2024/25, figures show a 76% reduction in PI, this exceeds our target of a 25% reduction for this strategy.

This was due to pupils being able to access a greater variety of calming strategies to enable them to self and co-regulate. These included interoception reflection prior to each lesson, and a range of sensory activities such as sensory circuits, weighted blankets and fiddle toys. Teachers regularly review and update personal plans for pupils who need them and are skilled and consistent in the use of de-escalation strategies and recognizing the needs of their pupils by knowing them well. Staff have had trauma training from the Virtual School. However, there was also a reduction in the number of inreach pupils in 2024/25, mainly due to the Oaks being closed for half of the academic year. As a result, it is important that staff continue to embed a range of strategies to support pupil regulation.

We have LSAs that have been trained in the drawing therapy approach which has promoted healthy relationships and emotional self-regulation. Pupils who have had access to this have shown progress.

We will continue to prioritise this area as it is essential in enabling our pupils to access learning and make progress during their time with us.

Improved and sustained attendance for all.

Attendance

Term	PRU Attendance Percentage
Summer 25	91.7%
Spring 25	92.4%
Autumn 24	88.4%

Attendance improved slight between 2023/24 and 2024/25, rising from 89% to 90%. However, is still below our target of 96%. Early interventions alongside individualised plans did improve attendance for key children between Spring and Summer term 25 but these children's attendance still fell below 90%. Teaching staff will regularly monitor their pupil's attendance.