

Pupil premium strategy statement - Burlington CE Primary School

This statement details our school's use of pupil premium (and recovery 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	72 pupils including 8 in Nursery
Proportion (%) of pupil premium eligible pupils	5/64 7.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	S.Powell - Headteacher G.Withers Senior Teacher
Pupil premium lead	S.Powell
Governor / Trustee lead	P.Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,275
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£9,275

Part A: Pupil premium strategy plan

Statement of intent

For Pupil Premium and **all** children at Burlington to meet their full potential, they need:

- First class, high quality teaching every day
- To be ready to learn, physically and emotionally
- Provision which specifically addresses each child's needs from their varying starting points
- Resilience, ambition and a love for learning – *learning with love and laughter, believing and achieving.*

We intend to:

- Ensure consistent first class and good/outstanding teaching in every class for all children
- Identify the barriers to learning including mental, emotional and social barriers
- Use assessment for learning as a tool for identifying the gaps in attainment or progress dips
- Rapidly implement intervention
- Develop resilience and learning opportunities that inspire learning

Many children have been disadvantaged by the COVID 19 pandemic at Burlington School but it is our disadvantaged children that have some of the most complex learning barriers to overcome. Our children flourish in a classroom that is rich in vocabulary with adaptive teaching which raises aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps across school and amongst some of our disadvantaged pupils. These are evident from Reception through to KS2 and in general. This is hindering children's progress in reading comprehension
2	Observations and assessments indicate that some of our disadvantaged children lack the resilience to persevere when challenged or have limited ambition.

3	Assessments, observations and discussions with pupils show that disadvantaged children are not performing as well as other children in school in basic arithmetic. This has also been compounded by missed schooling in the first Covid19 lockdown.
4	Summative assessments reflect teacher observations, indicating that writing attainment among our disadvantaged pupils is below that of our non disadvantaged pupils.

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
Improved oral language skills and vocabulary for all children, particularly disadvantaged pupils. To achieve and then sustain improved wellbeing and communication skills across school, particularly for disadvantaged pupils.	Continued higher levels of wellbeing and communication by 2023/24 demonstrated by: -Qualitative data including pupil conferences, staff observations and parent/carer surveys. - Engagement in extra-curricular activities is high and equal to that of non-disadvantaged peers. -Engagement with enrichment activities within Nurture group.
To achieve and sustain progress and attainment for all SEND pupils in school, particularly those who are disadvantaged.	Attainment and progress of disadvantaged SEND pupils will show consistent progress from baseline assessment in line with progress made by non-disadvantaged peers.
Improved writing attainment for disadvantaged pupils across school.	Writing data throughout school for disadvantaged pupils has increased and in line with the outcomes of their non-disadvantaged peers.
To achieve and sustain engagement with families of all pupils to support children with their learning, particularly families of our disadvantaged pupils.	Reviews highlight that parent/carers of disadvantaged pupils engage with school communication platforms and attend an increasing number of outreach sessions. Teachers have observed engagement with home learning tasks. Disadvantaged children have made progress towards age related expectations in assessment.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities for staff linking with all challenges	<p>There is extensive evidence to show that high quality teaching is one of the key components to narrowing the disadvantage gap.</p> <p>The EEF Effective professional development guidance states: “promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this”</p>	1 2 3 4
Embed the newly purchased DFE validated systematic synthetic phonics programme with setting of pupils across the school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1 2 4
Enhancement of our teaching of writing and curriculum planning in line with DFE guidance. Funding teacher release time to embed key elements of Talk for Writing.	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF KS1 Guidance report for Literacy</p> <p>EEF KS2 Guidance report for Literacy</p>	1 4

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of targeted, structured SEND intervention sessions run in the afternoon by experienced TA and HLTA.</p>	<p>There is evidence of Teaching assistant led interventions having a positive impact on pupil outcomes. “Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key... Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact”</p> <p>Teacher Assistant Intervention Toolkit</p>	<p>1 2 3 4</p>
<p>Investment in further new intervention programmes and training linked to areas of need identified in class provision maps with a focus on areas of need identified in English- phonics, handwriting, and spelling.</p>	<p>EEF recommendations across Primary key stages recommends: “Use high-quality structured interventions to help pupils who are struggling with their literacy” - recommendation 8</p> <p>EEF KS1 Guidance report for Literacy</p> <p>EEF KS2 Guidance report for Literacy</p>	<p>1 2 4</p>

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

Budgeted cost: £ 2275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fully funded term of sessions for yoga for all and swimming for disadvantaged children in our school.</p>	<p>There is evidence to show a small positive impact on academic outcomes through physical activity interventions additionally: “There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits</p>	

	<p>have been reported such as improved attendance.”</p> <p>Physical Activity Toolkit EEF</p>	
<p>Developing Mindfulness as a strategy to support well being Visitors to school and visits to widen aspirations Introduce mentors to be positive role models</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p> <p>Mentoring EEF Toolkit</p>	<p>1 2 3 4</p>
<p>Training for all staff on metacognition and self regulation. Agree whole school practice.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>EEF Metacognition Report</p>	<p>2</p>

Total budgeted cost: £ 9275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessment data during 2021/22 highlighted that most disadvantaged pupils were working below the expected level in reading and writing. All pupils did, however, make good progress from starting points.

In the academic year 2021/22, we continued to identify and monitor the negative impact of COVID19 as the reason for this disruption in our assessment outcomes. Our disadvantaged children were most affected by the impact of school closures as seen Nationally.

Whilst disadvantaged children were invited and made use of attending school during COVID19 restrictions, they were not able to benefit to the same degree from pupil premium funded strategies usually in place in school, such as targeted interventions.

As a school, we supplemented this with regular close monitoring of vulnerable or disadvantaged pupils during partial school closures and continued to deliver a high-quality curriculum. Upon review at the end of 2021/22, we are seeing the impacts of this lessen due to being able to implement our strategy fully with high quality support and resources. We, however, now seeing our disadvantaged children being hit hardest by the current cost of living crisis so are acutely aware of this.

Through targeted interventions and whole school strategies, behaviour is very good at Burlington. Pupil premium funds were used for enrichment activities including Yoga, trips and outdoor pursuits, all of which have impacted positively on the wellbeing of disadvantaged pupils. Additional wellbeing support was provided using pupil premium funding – we have further invested pupil premium funds in this approach this academic year (2022/23) introducing specific and targeted support linked to behaviour and wellbeing, already observing positive results. Our 2022/23 Pupil Premium Strategy reflects the needs we have identified when analysing the previous year's assessment data and observations.

Externally provided programmes

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

Programme	Provider
Little Wandle	https://www.littlewandlelettersandsounds.org.uk/

