

Pupil premium strategy statement

This statement details Burbage Primary School's use of pupil premium (and recovery premium for the 2023 to 2024 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	Burbage Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	20 th December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Zoe Garbutt
Pupil premium lead	Gemma Scruse
Governor / Trustee lead	David Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555
Recovery premium funding allocation this academic year	£3,045
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	£33,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, including targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 among many disadvantaged pupils. These are evident from Reception through to KS2

	and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have lower reading and comprehension ages than their peers. This negatively impacts their ability to access all areas of the curriculum.
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 6 pupils (5 of whom are disadvantaged) currently receive additional support with social and emotional needs – ELSA sessions.</p>
5	Our assessments, observations and discussions with pupils and families have identified that many disadvantaged children have far fewer life experiences and cultural capital than their peers. This hinders their ability to contextualise their learning and impacts on their academic progress.
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been around 5% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes in 2023/24 will show that more than 70% of disadvantaged pupils met the expected standard.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 will show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Children can speak and write proficiently and more imaginatively as a result of broader life experiences.	Children will reference key experiences they will have encountered from school trips, participation in performance, exposure to learning a musical instrument and our 'Eleven by eleven' initiative.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA trained Teaching Assistant</i>	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
<i>Reading training for KS2 teachers</i>	Evidence suggests high quality classroom discussion can support pupils to articulate key ideas, consolidate understanding, and extend their vocabulary. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
<i>Ensuring relevant staff in KS1 have received training to deliver the scheme effectively</i>	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early morning reading interventions</i>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3

<p><i>KS1 reading programme</i></p> <p><i>Daily target reading list</i></p> <p><i>Provide Owls' Nest places to support children with reading</i></p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading Comprehension Strategies EEF (educationendowmentfoundation.org.uk)</p>	3
<p><i>Targeted in-class support re class action plans</i></p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p><i>Keep up not catch up boost sessions</i></p> <p><i>Small group tutoring for catch up</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Music lessons</i></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts Participation EEF (educationendowmentfoundation.org.uk)</p>	4, 5
<p><i>School trips</i></p> <p><i>Eleven by Eleven – 11 experiences that all children at Burbage will take part in to improve their cultural capital</i></p>	<p>There is evidence that school trips can provide fantastic opportunities to increase students' awareness of global issues and cultural awareness</p> <p>True Education Partnerships</p>	4, 5

<p><i>Owls' Nest places available for children with poor attendance/punctuality to encourage attendance in school</i></p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Extending School Time EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
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Total budgeted cost: £33,600

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 2022 to 2023 academic year.

In the last academic year 100% of our children in receipt of Pupil Premium achieved a 'Good level of development' in EYFS. In Year 1, 67% of our children in receipt of Pupil Premium passed the phonics screening check. In Year 2, 40% of our children in receipt of Pupil Premium met the expected level in maths, 63% met the expected level in reading and 40% met the expected level in writing. Raising the attainment of our disadvantaged learners continues to be a driving target within our school.

Attendance for disadvantaged learners at our school across the year was 93.96%, compared to our whole school attendance of 95.51%. Attendance of disadvantaged learners continues to be a target for 2023-24.

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
CanDo Maths	Buzzard Publishing
Jigsaw PSHE	Jigsaw PSHE
Jane Considine The Write Stuff	Jane Considine Education
Jane Considine The Spelling Book	Jane Considine Education
Sounds ~ Write first rate phonics	Sounds ~ Write Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA (Emotional Literacy Support) when needed.

	Provision of Owl's Nest support when serving family member is deployed away
What was the impact of that spending on service pupil premium eligible pupils?	Families are able to turn to school for support when needed. Children know they have designated time to speak with when a parent is deployed / during periods of strain on the family. The impact is on children feeling supported, able to ask questions, manage their emotions and continue to learn despite separation / disruption at home.