

Pupil Premium Strategy Statement 2024

Burton 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	284
Proportion (%) of pupil premium eligible pupils	20.07 % (57 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Alison Timmings
Pupil premium lead	Alison Reeves
Governor / Trustee lead	Pauline Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,360
Recovery premium funding allocation this academic year	£2,139
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

Part A: Pupil premium strategy plan

Statement of intent

As a staff we believe in developing the whole child academically, physically, emotionally and socially. Our Christian Ethos and most centrally, our Core Christian Values of Compassion, Friendship and Reverence form the foundations of our approach to teaching and learning and our interactions with pupils, parents and colleagues. We firmly believe that developing strong, positive relationships with the children is the bedrock on which we can support them to engage and excel. We want to send our pupils on to secondary school and out into the wider community as well-rounded, competent, confident and compassionate young people with aspirations and the desire to make a difference.

Our pupils in receipt of Pupil Premium face particular barriers, therefore we are determined and committed to providing the necessary support and opportunities that these pupils require to overcome such barriers. We aim to narrow the gap between pupils eligible for Pupil Premium funding and those who are not. We are committed to delivering quality first teaching and provide swift intervention where necessary whether this be pastoral, social and/or academic. Such methods have been informed by the latest research, guidance and through regular evaluation.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of children in school with significant SEND or pastoral needs
2	Parental engagement to promote positive attitudes towards learning and aspirations for the future
3	Low attendance which means there are further gaps in knowledge which affects progress
4	An increased number of children lacking in independence, resilience and 'life skills'

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
- Pupils receive high quality teaching and targeted intervention and support to make accelerated progress and bridge gaps in learning - Pupils emotional and mental health needs are met, and pupils receive the necessary support when required	Teachers have excellent knowledge of pupils and target support effectively Pupils are at least on track in relation to their flightpath Pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and adults High quality teaching and effective LSA deployment evident in all classrooms, with targeted intervention and support including tackling non-academic barriers to academic success
Parents are actively engaged in their child's learning and promote a positive attitude towards education. They understand they can make a positive contribution to their child's achievement in school by engaging with and recognising that parental involvement makes a difference	All parents of pupils eligible for Pupil Premium funding attend Parent Consultation meetings. Parents support homework Home/school communication is effective Parents offered opportunities to attend parent groups (Inclusion Coffee Afternoons)
Increased attendance rates for pupils eligible for Pupil Premium	Overall attendance among pupils eligible for Pupil Premium improves in line with 'other' pupils and national data
Children are more independent and resilient	Pupils are able to problem solve effectively Pupils have greater independence and show greater resilience in various situations Pupils have a range of vital skills

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)

Budget requirement: THRIVE and staffing for Dolphins (2x trained Thrive Practitioners), 50% of full time Pastoral Worker's salary, 25% of LSAs salary (including SEN LSA), £60 per pupil for trips and £20 per pupil for uniforms

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality teaching evident in all classrooms</i> <i>Walkthrus used whole school</i>	The Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1
<i>Use of TAs to provide targeted intervention and support for pupils whose attainment indicates the need to make accelerated progress</i>	Effective deployment of LSAs enables higher adult to pupil ratios within phase groups to support high quality teaching and learning, whilst providing swift targeted support.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition</i>	Evidence from the education endowment foundation shows that small group tuition, when used effectively, can mean children make up to four months additional progress. Children can be more engaged	1

	in a smaller group and will have more immediate feedback which in turn can increase the rate in which children move onto the next step of learning.	
<i>‘Dolphins’ resource base for whole school SEMH provision delivered by two trained THRIVE Practitioners</i>	The Thrive approach is a trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes. Thrive can be targeted for 1:1 support or in small groups	1, 2, 3
<i>Use of RWI, Accelerated Reader, Fresh Start, Precision Teach, Times table Rock Stars and NESSY</i>	Some of these approaches have not yet had sufficient time to be embedded or are new interventions that are being explored to support growing need. These approaches are supported by evidence from the Education Endowment Foundation (EEF). The effective impact of such strategies has also been reported by other schools	1
<i>Pastoral Support/ Counselling / 1:1 Therapy</i>	Targeted for individuals who need intervention from a trained professional to meet their SEMH needs.	1, 2, 3
<i>SEND/PP Forest School half term (6 sessions)</i>	Targeted Forest school sessions in Spring 1 for children with SEND/PP.	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trained Emotional Literacy Support Assistant and/or Pastoral Support Worker available</i>	Improving Social and Emotional Learning in primary schools (EEF, 2019) Research shows the positive effects of supporting pupils mental health and well-being on attainment and progress	1, 2, 3
<i>Extra-curricular clubs paid for if requested (including holiday club).</i>	EEF research indicates improved outcomes have been identified academically where pupils attend such extra-curricular activities. There is widespread evidence on the positive effects on self-esteem	3
Forest School half termly session for all children across the school year.	Improving Social and Emotional Learning in primary schools (EEF, 2019) Outdoor learning to support wellbeing, SEMH and independence.	1, 3
Pupil Progress meetings with a focus on disadvantaged and targeted children then accessing catch up funding to narrow the gaps.	Deploying the best staff to support the disadvantaged children identified as good practice Nfer (2015)	1

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1) Some pupils have 'caught up' on missed learning from the Covid lockdowns and gaps have been filled	Data from teacher assessments was used to inform which children needed extra catch up and tutoring sessions. 2023-24 Data for Disadvantage Pupils EYFS data (6 pupils) Pupils achieving GLD 33.7% (National 51.5%) 2022-23 Data for Disadvantage Pupils EYFS data (3 pupils) Pupils achieving GLD 66.7% (BCP 59.0%; National 40.2%) 2023-2024 KS1 Phonics data for PP (pupils) Year 1: 4 pupils Pupils meeting the expected standard 75% (BCP 66.3%; National 68.2%) Year 2: 3 pupils Pupils meeting the expected standard 66.7% (BCP 82.8%) 2023-2024 KS2 SATs Data for PP (18 pupils) Pupils achieving expected in Reading, Writing and Maths 50% up 0.5% (BCP 43.0%; National 45.3%) Pupils achieving Greater Depth in Reading, Writing and Maths 0% down 9.1% (BCP 2.7%; National 3.0%) KS2 SATs Data for PP 2022-2023 (11 pupils) Pupils achieving expected in Reading, Writing and Maths 45.5% (BCP 44.6%; National 44.0%) Pupils achieving Greater Depth in Reading, Writing and Maths 9.1% (BCP 3.5%; National 3.2%) RWI tutoring and catch up tutoring continue to support targeted children.
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2) Parents are actively engaged in their child’s learning and promote a positive attitude towards education.	Continuation of role of pastoral worker is embedded and continues to have weekly phone calls/face-to-face meetings with families who need targeted help and support. Dolphins session for parents is successful and engaging more parents to come into school. Inclusion Parents Afternoons offered every week. Parent Champion continues to offer sessions via SENDIASS on offer monthly for parents to attend with support from the pastoral worker. Continued use of ‘Marvellous Me’ App to engage parents in their children’s learning with all parents signing up to the app. Continued use of Tapestry in Early Years to share experiences and progress with parents online. Parenting courses offered in school from the Early Help Navigator. Courses held on Challenging Behaviour and Anxiety so far.																																								
3) Increased attendance rates for pupils eligible for Pupil Premium	Attendance data (2023-24): <table><tr><th>%</th><th>Attendance</th><th>Absence</th><th>Authorised Abs</th><th>illness</th><th>UnAuth. Abs</th><th>Late</th><th>Unauth. Holiday (G & O)</th></tr><tr><td>Current Year to date</td><td>95.6%</td><td>4.4%</td><td>3.5%</td><td>3.0%</td><td>0.9%</td><td>1.1%</td><td>0.8%</td></tr><tr><td>Previous Year (all)</td><td>93.9%</td><td>6.1%</td><td>4.8%</td><td>3.9%</td><td>1.4%</td><td>1.0%</td><td>1.2%</td></tr><tr><td>PP (This Year)</td><td>91.6%</td><td>8.4%</td><td>6%</td><td>5.1%</td><td>2.4%</td><td>2.6%</td><td>1.8%</td></tr><tr><td>PP (Last Year)</td><td>90.2%</td><td>9.8%</td><td>7.6%</td><td>6.1%</td><td>2.3%</td><td>2.9%</td><td>1.9%</td></tr></table> PSW and HT hold attendance meetings with parents. Regular attendance meetings.	%	Attendance	Absence	Authorised Abs	illness	UnAuth. Abs	Late	Unauth. Holiday (G & O)	Current Year to date	95.6%	4.4%	3.5%	3.0%	0.9%	1.1%	0.8%	Previous Year (all)	93.9%	6.1%	4.8%	3.9%	1.4%	1.0%	1.2%	PP (This Year)	91.6%	8.4%	6%	5.1%	2.4%	2.6%	1.8%	PP (Last Year)	90.2%	9.8%	7.6%	6.1%	2.3%	2.9%	1.9%
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4) Pupils emotional and mental health needs are met, and pupils receive the necessary support when required	Identified pupils continue to have the support from the full time pastoral support worker (PSW) and 2 ELSAs in school. SNAP assessments continue to be made and worked from. This is in partnership with parents. One full time and one part-time THRIVE practitioners are in place. They support children both individually and in small groups across the school day. They run a daily 'meet and greet' and 'Lunch Club'. The full time PSW continues to work alongside children and families as well as outside agencies providing support to specific families in targeting their social, emotional and mental health needs. Hampers, food parcels and supermarket vouchers have been provided to support families.
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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
RWI	RWI
Marvellous Me	Marvellous Me
SNAP	RS Assessment (Hodder Education)