

Pupil Premium Strategy Statement

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	295
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Alison Timmings
Pupil premium lead	Beulah Johnson
Governor / Trustee lead	Pauline Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87995
Recovery premium funding allocation this academic year	£8555
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	£96550

<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>	
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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	Impact of Covid-19 on both social and academic development. All pupils have been affected by the reduced access to face-to-face learning due to Covid lockdowns, but lack of access to ICT coupled with the lack of quality first teaching to support pupils with remote learning had had a huge impact on pupils.
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

	Current attendance for our disadvantaged children is below 96%. PP attendance 90.8% (2023) compared to 93.4% whole school (-2.6% difference)
4	Pupils' lacking in self-belief, determination, resilience and readiness to learn.

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
1) All pupils have 'caught up' on missed learning from the Covid lockdowns and gaps have been filled	All pupils will make good progress and gaps identified from missed learning over the lockdown periods has been addressed
2) 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 Parental communication is effective
3) 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
4) Pupils emotional and mental health needs are met, and pupils receive the necessary support when required	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and adults

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: £73,219 (20% of TA: £64,400; THRIVE and staffing for Dolphins: £9,500)

50% of Pastoral Worker's salary, 25% of TAs salary, £60 per pupil for trips and £20 per pupil for uniforms, plus some school meals out of the total funding allocation (£3600).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduction of 'Dolphins' resource base in mobile classroom for whole school SEMH provision with two THRIVE trained TAs.</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.	3, 4
<i>Use of TAs to provide targeted intervention for pupils whose attainment indicates the need to make accelerated progress</i>	The Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Use of TAs enables higher adult to pupil ratios within classes to support high quality teaching and learning, identify gaps early on and provide swift targeted support.	1,4
<i>Use of RWI, Accelerated Reader, Times table Rock Stars and NESSY</i>	These approaches have worked well over the past couple of years but have not yet had sufficient time to be embedded. These approaches are also supported by evidence from the Education Endowment Foundation (EEF). The effective use of such strategies has also been reported by other schools	1,2,4

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

Budgeted cost: £ 8100

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 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.	1
<i>One to three and small group interventions based on teacher directed activities</i>	Some pupils would benefit from small group targeted support to 'catch up' and 'close the gap'.	1
<i>Accelerated Reader</i>	This approach is also supported by evidence from the Education Endowment Foundation (EEF). The effective use of such strategies has also been reported by other schools	1
<i>Thrive</i>	The Thrive approach is a trauma-sensitive approach to meeting the emotional and social needs of children and young people. Thrive can be targeted for 1:1 support or in small groups	4
<i>Counselling / Therapy</i>	Targeted for individuals who need intervention from a trained professional to meet their SEMH needs.	4

<i>SEND/PP Forest school half term (6 sessions)</i>	Targeted Forest school sessions in Spring 1 for children with SEND/PP.	3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19731

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to 'Dolphins' resource base in mobile classroom for whole school SEMH provision with two THRIVE trained TAs.</i>	Improving Social and Emotional Learning in primary schools (EEF, 2019) 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.	3, 4
<i>Pupils will have access to a trained Emotional Literacy Support Assistant and/or Pastoral Support Worker, if needed.</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	,3,4
<i>Pupils can attend one 'paid for' in school/after school club, if requested (including Forest School half term for targeted children as well as 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	1,2,3,4

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.	3,4
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

Total budgeted cost: £ 96550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1) All 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. 2022-23 Data for Disadvantage Pupils EYFS data (3 pupils) Pupils achieving GLD 66.7% (BCP 59.0%; National 40.2%) KS1 SATS data for PP (7 pupils) Pupils achieving expected in Reading, Writing and Maths 57.1% (BCP 35.7%; National 40.2%) KS2 SATs Data for PP (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.
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 with families who need targeted help and support. Support triggered from attendance data. Dolphins drop in and welcome session for parents was successful and engaging more parents to come into school and look at provision. 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 (2022-23):							
	%	Attendance	Absence	Authorised Abs	illness	UnAuth, Abs	Late	Unauth. Holiday (G &O)
	Current Year to date (2022-23)	93.9%	6.1%	4.8%	4.2%	1.3%	0.9%	1.2%
	Previous Year (all) (2021-22)	93.4%	6.6%	5.4%	3.3%	1.2%	1.3%	1.0%
	PP (This Year) 22-23	90.7%	9.3%	6.7%	5.4%	2.6%	2.2%	2.2%
	PP (Last Year) 21-23	91.4%	8.6%	6.3%	3.9%	2.2%	3.3%	1.8%
	PSW and HT hold attendance meetings with parents. Regular attendance meetings.							
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. 35 children who are in receipt of the pupil premium received pastoral, Thrive or ELSA support. 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)