

## Pupil premium strategy statement

This statement details our 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	Burneston CE VA Primary
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	1.12.24
Date on which it will be reviewed	1.12.25
Statement authorised by	Suzy Smart
Pupil premium lead	Suzy Smart
Governor lead	Richard Barker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,315
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£14,815</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The aim of our pupil premium strategy is to focus on closing the gap between children from disadvantaged backgrounds and to foster the belief of 'keep up' rather than 'catch up':

- To close the attainment gap between disadvantaged children and their peers through identifying and addressing the challenges they face
- To prioritise high quality teaching as a key method to improve outcomes for disadvantaged pupils as this is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit the non-disadvantaged
- To support disadvantaged learners at all levels of attainment
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that disadvantaged children experience a wide range of opportunities
- To use continuous assessment to enable rapid catch up where needed with all staff taking responsibility for disadvantaged pupils' outcomes.

To plan and implement support through a tiered approach, as advocated by the latest research findings from the Education Endowment Fund:

1. Teaching
2. Target academic support
3. Wider strategies

## 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	Resilience and independence in maths, reading, writing and phonics: Assessments with pupils show some disadvantaged pupils have greater difficulties with phonics than their peers. Assessments indicate that attainment in maths, writing, reading and phonics among some disadvantaged pupils is below that of non disadvantaged pupils.
3	SEMH of pupils: More families, including some disadvantaged pupils' families, have been identified as needing additional support or have requested additional support.
4	Limited access to wider cultural experiences: lack of enrichment and social opportunities for many pupils, including disadvantaged pupils.
5	Working patterns for some Pupil Premium families do not fit the typical school day, we recognise that these families may need additional childcare to enable them to work, and that they may, by dint of being on low incomes, not be able to afford cost effective childcare.

## 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
To have developed oral language skills and vocabulary gaps amongst 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.
To have improved resilience and independence in maths, reading, writing and phonics amongst disadvantaged pupils, and therefore to improve attainment in writing, reading and phonics for disadvantaged pupils	Disadvantaged pupil attainment is in line with that of non disadvantaged, and is at or above national average.
Emotional well-being and behaviour support of pupils. Disadvantaged children and their families are well supported with their SEMH	Children demonstrate increased resilience and attend school and make good progress. Disadvantaged children and their families have been well supported through school's actions.
Enrichment opportunities – disadvantaged children access a broad range of activities	Disadvantaged pupils access the same life chances as their peers to build their confidence and aid their progress through first hand experiences.

Working patterns for some Pupil Premium families do not fit the typical school day, we recognise that these families may need additional childcare to enable them to work, and that they may, by dint of being on low incomes, not be able to afford cost effective childcare.	Pupil Premium families are able to access guaranteed subsidised wrap around care, which then enables them to work.
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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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of whole school approach to metacognitive strategies e.g. use of learning journeys and recaps	EEF metacognition and self-regulated learning guidance	1, 2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. Actively promote vocabulary development throughout the whole curriculum with details on planning	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Education Endowment Foundation Preparing for Literacy, Improving Literacy in KS1 Reading Guidance High quality classroom discussions; EEF Teaching and Learning Toolkit Strand, Oral Language Interventions EEF Early Language Development report, 2017	1, 2, 3

Phonics development. Training day and staff meetings Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Education Endowment Foundation: Preparing for Literacy, Improving Literacy in KS1 Reading Guidance; Teaching and Learning Toolkit Strand Phonics	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Education Endowment Fund Improving Maths in EYFS, KS1 and KS2	2
Recruitment of additional support staff for classes with disadvantaged pupils	We recognise and understand that the use of additional adults in higher % PP classrooms allows the class teacher to have more targeted support time with those PP children. This will enable opportunities for accelerated progress and catch up with learning. Education Endowment Foundation, Making Best Use of Teaching Assistants, Special Educational Needs in Mainstream Schools	1, 2, 3, 4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	1, 2, 3

assessments. Training for staff to ensure assessments are interpreted and administered correctly.	ensure they receive the correct additional support through interventions or teacher instruction. Education Endowment Foundation Teacher Feedback to Improve Learning report; Toolkit strand Assessing and Monitoring Pupil Progress.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Education Endowment Foundation Teaching and Learning Toolkit Strand Phonics	1, 2
Support staff timetabled for mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Education Endowment Foundation Teaching and Learning Toolkit Strands one to one tuition, small group tuition	1, 2, 3

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

Budgeted cost: £1815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools	Outdoor Adventure Learning will provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities,	3, 4

	<p>outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Education Endowment Fund Learning Toolkit, Outdoor Adventure Learning</p>	
Development of Nurture groups/room – staff time, training and implementation	Education Endowment Fund: Improving Social and Emotional Learning in Primary Schools	3
SENDCO time to work with parents. Outside agencies and SENDCO promote training for parents alongside early help	Education Endowment Fund: Special Educational Needs in Mainstream Schools	1, 2, 3
Enrichment experiences e.g. residential, visits, visitors such as music groups	Education Endowment Foundation Teaching and Learning Toolkit Strand life skills and enrichment	4
Subsidised access to before and after school clubs, including multi-sports	Education Endowment Foundation Teaching and Learning Toolkit Strand life skills and enrichment	4, 5

**Total budgeted cost: £14,815**

## 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 2023 to 2024 academic year.

Analysis of internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was variable as against non-disadvantaged pupils in reading, writing and maths, due to extremely small cohort sizes and individual need profiles.

	Reading	Writing	Maths
EYFS (1 pupil)  Did not reach GLD due to writing	100% ARE	0% ARE	100% ARE
Year 1 (2 pupils)	50% ARE  Phonics Screening Check 100%	0% ARE	50% ARE
Year 2 (1 pupil)	0% ARE  Phonics Screening Check 100%	0% ARE	0% ARE
Year 3 (3 pupils)	67% ARE	33% ARE	67% ARE
Year 5 (1 pupil)	100% ARE	100% ARE	100% ARE

The data is heavily affected by very small cohorts. Within our Y3 cohort, 33% of pupils have significant SEN (EHCAR submitted). Our Y2 pupil has had significant hearing loss and medical issues which have affected their progress.



## Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Maths Circle
Mathletics	3P Learning
Little Wandle Phonics	Wandle Learning Trust
White Rose Maths	White Rose Maths

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support throughout deployments for pupils and parent at home. Guaranteed places at wraparound care.
What was the impact of that spending on service pupil premium eligible pupils?	Positive relationships maintained between school and home Internal data not shared due to small numbers making pupils identifiable