

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	96
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022 - 2023 2023 - 2024
Date this statement was published	1.12.21
Date on which it will be reviewed	1.12.22
Statement authorised by	Suzy Smart
Pupil premium lead	Suzy Smart
Governor / Trustee lead	Claire Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8895
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10895

# 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	Impact of school closures during Covid 19: Our disadvantaged pupils have been impacted by school closures to a greater extent than other pupils. These findings are supported by national studies.

2	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.
3	Resilience and independence in maths, reading, writing and phonics: Assessments with pupils show disadvantaged pupils have greater difficulties with phonics than their peers. Assessments indicate that attainment in maths, writing, reading and phonics among disadvantaged pupils is below that of non disadvantaged pupils.
4	SEMH of pupils: More families, including some disadvantaged pupils' families, have been identified as needing additional support or have requested additional support following lockdowns.
5	Limited access to wider cultural experiences: lack of enrichment and socialising during lockdown has impacted and identified social and emotional issues for many pupils, including 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
Disadvantaged children recover lost learning from periods in lockdown and reduce the gap between disadvantaged and peers in phonics, reading, writing and maths.	Disadvantaged pupil attainment is in line with that of non disadvantaged, and is at or above national average. Learning lost during lockdown is prioritised and gaps in learning are identified and addressed to enable disadvantaged pupils to achieve at or above national average.
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 post Covid 19.	Children demonstrate increased resilience and attend school and make good progress. Disadvantaged children

Disadvantaged children and their families are well supported with their SEMH	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.

## 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: £6000

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, 3, 4
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	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;	1, 3

stronger phonics teaching for all pupils.	Teaching and Learning Toolkit Strand Phonics	
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	1, 3
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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help 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.	1, 2, 3,

Participation in NELI programme for younger pupils	Education Endowment Foundation, Early Language Development report; Preparing for Literacy report	1, 2
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, 3
Engaging with the National Tutoring Programme and Academic Mentoring Programme to provide a blend of tuition, 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.	Tuition 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: £2000

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	4, 5

	physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Education Endowment Fund Learning Toolkit, Outdoor Adventure Learning	
Development of Nurture groups/room – staff time, training and implementation	Education Endowment Fund: Improving Social and Emotional Learning in Primary Schools	4
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, 4
Enrichment experiences e.g. residential, visits, visitors such as music groups, historical reenactors	Education Endowment Foundation Teaching and Learning Toolkit Strand life skills and enrichment	5
Free access to before and after school clubs, including multi-sports	Education Endowment Foundation Teaching and Learning Toolkit Strand life skills and enrichment	4

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## 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 2020 to 2021 academic year.

Analysis of internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in non disadvantaged pupils in reading, writing and maths. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

	Reading	Writing	Maths
Year 1 (1 pupil)	100% ARE	0% ARE	0% ARE
Year 4 (1 pupil)	100% WTS	0% ARE	0% ARE
Year 5 (1 pupil)	100% ARE	0% ARE	0% ARE
Year 6 (3 pupils, of whom 1 SEN)	33% WTS, 33% ARE, 33% GDS	33% WTS, 33% ARE, 33% GDS	67% ARE

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our determination to maintain a high-quality curriculum, including during periods of partial closure. We identified disadvantaged pupils as at particular risk and encouraged their attendance in school, and adopted an asynchronous approach to teaching and learning, using high quality resources and responding to pupil and parent feedback.

### 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
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Times Tables Rock Stars	
Pobble	Via Local Authority
Mathletics	
Little Wandle Phonics	
White Rose Maths	

## 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?	Support throughout lockdown for wellbeing and academic progress
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