

Burnside Primary School



Pupil Premium Strategy

Three Year Plan

2022/2025

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 | Burnside Primary School |
| Number of pupils in school | 176 |
| Proportion (%) of pupil premium eligible pupils | 53% |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | 1 st September 2023 |
| Date on which it will be reviewed | 1 st December 2023 1 st March 2024 15 th July 2024 |
| Statement authorised by | Miss A Bowden |
| Pupil premium lead | Mrs K Charlton |
| Governor / Trustee lead | Miss A Bowden |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £122, 220 |
| Early Years Pupil Premium | £1572 |
| 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 | £123, 792 |

Part A: Pupil premium strategy plan

Statement of intent

At Burnside Primary School, we believe that all children have the right to reach their potential and we strive to remove barriers to enable this to be possible. Pupil Premium expenditure is planned and targeted to ensure that resources are allocated to maximise opportunities for identified pupils linked to the desired outcomes.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this by:

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✓ Recognising that not all pupils who receive free school meals will be socially disadvantaged
- ✓ Understanding that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | A number of children who are eligible for Pupil Premium do not enter Early Years at age related expectations |
| 2 | For a number of children eligible for Pupil Premium, emotional resilience is lower than that of their peers. This can affect their concentration , especially when working with others or when tasks are challenging |
| 3 | The children need to experience high quality teaching and feedback to ensure that they make progress and develop skills and knowledge |
| 4 | The disadvantaged gap in RWM has widened as a result of the pandemic and subsequent periods of enforced school closure |
| 5 | Attendance percentages are low and the number of persistent absentees has increased |

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 eligible for Pupil Premium in Early Years make rapid progress in all areas to meet national expectations | A higher proportion of children reach GLD in 2023 |
| % of children achieving expected standards in reading, writing and maths will increase | Diminish the difference between disadvantaged and non-disadvantaged children in 2023 |
| Improve the emotional resilience of all pupils supported staff training and intervention | Lesson observations, learning walks and pupil interviews will show evidence of improved emotional resilience |
| Provide children with high quality teaching and feedback including pre-learning, knowledge organisers and time for reflection | Learners able to discuss their learning and discuss the steps they need to take to make progress |

| | |
|---|--|
| | Actions within school will link to findings from research |
| Increase attendance and reduce persistent absentee rate | Attendance percentages are at least in line with National Averages |

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: £7,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Early Years staff to access training facilitated by DCC to support development of Early Maths | Becky Francis (EEF) “Mathematics plays a key role in a child’s development. Very young children are naturally curious, noticing differences in quantity and the shape of objects, and use early mathematical concepts when they play. Mathematical understanding helps children make sense of the world around them, interpret situations, and solve problems in everyday life, whether that’s understanding time, sharing amounts with their peers, or counting in play.” | 1 |
| Early Years staff to access Early Excellence training and network | Professor Cathy Nutbrown, “There is no doubt that high quality education is important. We need to make sure the early years workforce has the necessary skills, qualifications and experience to provide the very best for our young children.” | 1 |
| Teachers to be provided with CPD in the Teaching of Reading and Writing | Pie Corbett – “Through constant teaching, these complex writing processes eventually become increasingly well-orchestrated, internalised and automatic, especially where such processes are articulated.” | 3,4 |
| Refine the teaching of spelling so that children know more and remember more | Oxford Owl – “Accurate spelling is an important part of the process of learning to write at primary school.” | 3,4 |
| Ensure acquisition of basic skills through timetabling, targeted teaching and carefully | DfE, “ These fundamental skills are important because they give pupils the foundations to develop in secondary school. The skills they learn in maths will support them when they come to the more advanced topics they will learn, such as algebra and geometry, and will be essential in a range of other subjects including science and technology. | 3,4 |

| | | |
|--|--|---|
| planned interventions | Basic literacy is also important as it is essential for expression. Without basic literacy skills pupils will struggle to engage with subjects across the curriculum.” | |
| Staff to participate in Mental Health First Aider Training | MHFA states, “school staff, parents, governors and young people working collaboratively to prioritise wellbeing in every area of school life. It involves giving everyone a voice and looking at the school culture, its curriculum, staff policies, links to local services and training needs – all in the interest of creating a supportive community where everyone can thrive.” | 2 |
| NOS CPD subscription provides staff with access to a range of courses to meet safeguarding, social and emotional needs of pupils | There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017) | 2 |

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

Budgeted cost: £70, 458

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pre-learning and interventions carefully planned to meet the needs of pupil premium children | David Howe (Teacher Toolkit - Pupil Premium Interventions) “QFT should, therefore, include deliberate strategies that target closing the gaps for Pupil Premium students (e.g. targeted questioning, additional verbal and written feedback, targeted live marking during lessons, strategic seating plan). It also highlights the critical importance of good attendance. If a student is missing from school then they miss out on QFT and Pupil Premium students often have a lower attendance rate than their peers.” | 2,3 |

| | | |
|--|--|-----|
| Times Table Rockstars | Neuroscience Paper – Effects of Repetition “When stimuli are learned by repetition, they are remembered better and retained for a longer time” | 3,4 |
| Reading Plus | EEF – Reading Comprehension “The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” | 3,4 |
| Speech Activities | EEF – Oral Language Interventions “The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.” | 3,4 |
| Pre-learning groups | EEF – Small Group Tuition “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. “ | 3,4 |
| 1:1 and small group reading for lowest 20% | EEF – Small Group Tuition “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. “ | 3,4 |

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

Budgeted cost: £51, 366

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Sports Coach lessons for all children in EY and KS1 | Sport England, “Every child and young person has the right to be active, to benefit from being active in a | 2 |

| | | |
|---|---|------|
| | <p>safe, positive and trusted environment, and to have an equal chance to achieve their potential.</p> <p>Positive experiences at an early age help build the foundations for an active life. If children and young people have experiences that feel fun, positive and give them a sense of confidence, they're more likely to want to be active in the future."</p> | |
| Facilitation of After School Clubs by school staff and outside agencies | Yusiff (2022) - The relationship between cultural capital and educational achievement is complex; however, it seems clear that higher levels of cultural capital lead to greater success in school. | 2, 3 |
| Subsidy for residential | York Consulting (2015) "Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residential are fully integrated with a school's curriculum and ethos" | 2, 3 |
| Attendance TAF meetings for identified families | Attendance Matters "It is important to set the highest expectations of pupil attendance and parental support for it in school policies, and to make these explicit to parents before admission and at regular intervals thereafter." | 5 |
| Wellbeing groups support children beyond the classroom | Place to Be "Among children of primary school age (5 to 10 year olds), 14.4% had a probable mental disorder in 2020, an increase from 9.4% in 2017." | 2 |
| SENDCO monitoring and evaluating provision across curriculum for children with SEND | EEF – Special Education in mainstream schools "Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom | 3,4 |

| | | |
|---|--|-----|
| | teaching for all pupils, including those with SEND” | |
| Development of the cultural capital of children | Sullivan: Cultural Capital and Educational Attainment Language scores increase with increased cultural capital | 3,4 |
| Providing a Burnside Breakfast to all children | Adolphus et al: The effects of breakfast on behaviour and academic performance in children and adolescents “For school performance outcomes, evidence suggests a positive association between habitual breakfast frequency and quality on school grades or achievement test scores.” | 2 |
| School Counsellor x1 day each week | BACP: School Counselling for All “Nearly 80,000 children and young people in Great Britain are seriously depressed and around three children in every class in the UK have a diagnosable mental health condition.” | 2 |
| Pupil Wellbeing Lead | Public Health - Pupils with better health and wellbeing are likely to achieve better `academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. | 2,5 |
| Contingency | A sum of money is available to adjust to the needs of individuals where needed | All |

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.

Academic Year 2022/2023

% of children working at or above ARE

Reading

| | All | Pupil Premium | Non Pupil Premium | Difference |
|---------------|-----|---------------|-------------------|------------|
| Year 1 | 85 | 75 | 100 | -25 |
| Year 2 | 61 | 55 | 67 | -12 |
| Year 3 | 74 | 73 | 75 | -2 |
| Year 4 | 70 | 56 | 91 | -35 |
| Year 5 | 63 | 50 | 88 | -38 |
| Year 6 | 57 | 50 | 67 | -17 |
| All | 60 | 58 | 79 | -21 |

Writing

| | All | Pupil Premium | Non Pupil Premium | Difference |
|---------------|-----|---------------|-------------------|------------|
| Year 1 | 69 | 63 | 80 | -23 |
| Year 2 | 61 | 45 | 75 | -30 |
| Year 3 | 63 | 60 | 75 | -15 |
| Year 4 | 63 | 50 | 82 | -32 |

| | | | | |
|---------------|----|----|----|-----|
| Year 5 | 54 | 38 | 88 | -30 |
| Year 6 | 60 | 50 | 75 | -25 |
| All | 48 | 50 | 79 | -29 |

Maths

| | All | Pupil Premium | Non Pupil Premium | Difference |
|---------------|------------|----------------------|--------------------------|-------------------|
| Year 1 | 54 | 38 | 80 | -42 |
| Year 2 | 65 | 64 | 67 | -3 |
| Year 3 | 74 | 73 | 75 | -2 |
| Year 4 | 81 | 69 | 100 | -31 |
| Year 5 | 54 | 44 | 75 | -31 |
| Year 6 | 53 | 39 | 75 | -36 |
| All | 64 | 55 | 79 | -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 |
|------------------|-----------------|
| | |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

-Active Start is funded from the Sports Premium. This is subsidised in order to improve mental and physical wellbeing of pupils

-Individual cohort action plans available outlining cohort specific academic and wider support

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

| Activity | Autumn 2023 Evaluation | Committee Date |
|---------------------------|--|----------------|
| Teaching Priorities | <p>The Early Years staff and Head teacher have had access to Early Excellence training and the network. This has informed practise and ensured a well-informed network of professionals taking part in discussion and evaluating together.</p> <p>Teachers have participated in English training with the English lead from Education Gateshead. They have been provided with CPD in the Teaching of Reading and Writing and used this training to develop planning, teaching and learning. So far, the training has contributed to an improvement in the length of writing expected in each year group and the interweaving of grammar objectives in the writing lesson.</p> <p>There has been a refinement in the teaching of spelling so that children know more and remember more. Objectives are covered each week in English lessons and stand alone spelling time, This has led to an increase in spelling scores for some children. It is hoped that embedding the new structure will lead to further improvement in spelling scores and application in writing.</p> <p>Teachers continue to ensure acquisition of basic skills through timetabling, targeted teaching and carefully planned interventions</p> | 15.2.24 |
| Targeted Academic Support | <p>Teachers and teaching assistants continue to deliver pre-learning and interventions carefully planned to meet the needs of pupil premium children. This contributed to 81% of PP children making expected or better than expected progress in Reading compared to 75% of non-disadvantaged children. 83% of PP children made expected or better than expected progress in writing compared to 75% of children not identified as being in receipt of pupil premium. In Maths, 78% of PP children made expected or better than expected</p> | |

| | | |
|------------------|--|--|
| | progress compared to 77% non-pupil premium children. | |
| Wider Strategies | <p>After School Clubs are available free of charge to all year groups every evening. Attendance is rising; however, it should be noticed that only 17% of PP children regularly attend clubs – a target the SLT aim to improve in the Spring and Summer term.</p> <p>£100 per pupil has been used from the PPG to subsidise the cost of the residential.</p> <p>The SENDCO carried out monitoring and evaluation of provision across curriculum for children with SEND in the Autumn term through scrutiny of support plans and evaluation of evidence.</p> <p>The development of the cultural capital of children continues to be a priority. The Deputy Head Teacher has spent time scrutinising the trips and ensuring that trips are broad and balanced so that a breadth of experiences are offered throughout each child's learning journey at Burnside.</p> <p>We continue to provide a Burnside Breakfast to all children and now also offer a Pop Up Tuck Shop at playtimes to further support our children's wellbeing. The Pop Up Shop is accessed for free by every PP child and then at a cost of 50p for those not eligible.</p> | |

| Activity | Spring 2024 Evaluation | Committee Date |
|---------------------|---|----------------|
| Teaching Priorities | <p>In reading, the attainment gap is closing in some cohorts. For example, in Y4, the gap between PP and Non-PP children is 4% which is a decrease of 10% from the Autumn. In writing, there are no trends in PP versus Non-PP data. For example, in Y2 the percentage of children at ARE is 5% higher for PP children than non-PP. In Maths, there is a higher percentage of PP children in Y2 and Y4 achieving ARE when compared with the non-PP children.</p> <p>The teaching of spelling remains a focus as we embed skills so that children know more and remember more.</p> <p>Staff continue to ensure acquisition of basic skills through timetabling, targeted teaching and carefully planned interventions.</p> | |

| | | |
|---------------------------|---|--|
| | Two members of staff are booked to participate in Mental Health First Aider Training later this year. | |
| Targeted Academic Support | Teachers and teaching assistants continue to deliver pre-learning and interventions carefully planned to meet the needs of pupil premium children. This contributed to 82% of PP children making expected or better than expected progress in Reading compared to 80% of non-disadvantaged children. 80% of PP children made expected or better than expected progress in writing compared to 73% of children not identified as being in receipt of pupil premium. In Maths, 82% of PP children made expected or better than expected progress compared to 80% non-pupil premium children. | |
| Wider Strategies | <p>Attendance continues to be a priority area. 37% of our children are currently categorised as Persistent Absentees: whilst this figure is 6% lower than in the Autumn term, senior leaders continue to be concerned regarding the longer term impact of persistently absent pupils. TAF meetings for identified families are underway and senior leaders have invited all of the parents into school to discuss how we can work collaboratively to improve attendance.</p> <p>The Outdoor Classroom is now completed and is being used by Mrs Bibby to facilitate wellbeing groups in order to support children beyond the classroom. Currently around 20 children access the groups weekly as well as children identified for 1:1 sessions.</p> <p>In the Spring term, the SENDCO facilitated SEN clinics with staff in order to monitor and evaluating provision across curriculum for children with SEND. This was also an opportunity to support staff in implementing and reviewing support plans for individuals.</p> | |

| Activity | Summer 2024 Evaluation | Committee Date |
|---------------------|---|----------------|
| Teaching Priorities | Early Years staff have accessed training facilitated by DCC to support development of Early Maths. Further training is scheduled for next academic year – “A Year of Number.” | |

| | | |
|----------------------------------|---|--|
| | <p>Teachers to be provided with CPD in the Reading and Writing. Due to a decline in pupils working at ARE in SPAG at the end of KS2, the focus next academic year will be upon the development of basic skills in SPAG specifically and the School Improvement Plan and Subject Action Plan will reflect this.</p> <p>The English lead has refined the teaching of spelling so that children know more and remember more. The new spelling curriculum will be implemented in the Autumn term and impact monitored through weekly spelling and dictation tests.</p> <p>In reading, there was a 24% negative gap between PP and non-PP children. In writing, there was a 17% negative gap. In maths, there was a 24% negative gap. The gap between PP and non-PP children is cohort specific and there remains examples in year groups and subjects where the pupil premium children outperform the non-pupil premium children.</p> | |
| <p>Targeted Academic Support</p> | <p>To enable targeted academic support, pre-learning continues to be a feature of teaching. This is used to teach new content in advance, introduce new vocabulary or address misconceptions.</p> <p>1:1 reading has been a focus over this academic year, especially for children requiring additional support in reading. This has led to a 2% rise in the number of children overall working at age related expectation in reading across the school. The progress of pupil premium and non-pupil premium children was equal.</p> | |
| <p>Wider Strategies</p> | <p>The school contribution to the Y6 residential meant that 16 children were able to participate. Next academic year, it is hoped that by further subsidising the cost, more children are able to participate in this wider experience. Furthermore, senior leaders are considering also introducing a Y5 residential in order to further widen experiences for all children.</p> <p>Attendance TAF meetings continue to be successful in improving attendance.</p> <p>A new Experiences Passport with targeted experiences linked to our curriculum and ethos has been developed for the Autumn term.</p> | |

| | | |
|--|--|--|
| | A Burnside Breakfast continues to be provided to all children. | |
|--|--|--|