

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	174
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	1 st September 2024
Date on which it will be reviewed	1 st December 2024 1 st March 2025 15 th July 2025
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	£118, 400
Early Years Pupil Premium	£2917
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	£121, 317

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) <i>“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.”</i>	1
Teachers to be provided with CPD in the Teaching of SPAG	Pie Corbett – <i>“Through constant teaching, these complex writing processes eventually become increasingly well-orchestrated, internalised and automatic, especially where such processes are articulated.”</i>	3,4
Implement the new curriculum for the teaching of spelling, punctuation and grammar so that children know more and remember more	Oxford Owl – <i>“Accurate spelling is an important part of the process of learning to write at primary school.”</i>	3,4
Ensure acquisition of basic skills through timetabling, targeted teaching and carefully planned interventions	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. <i>Basic literacy is also important as it is essential for expression. Without basic literacy skills pupils</i>	3,4

	<i>will struggle to engage with subjects across the curriculum.”</i>	
Senior leaders to attend training in order to ensure that they are equipped to evaluate the impact of our curriculum	Teacher Institute, <i>“Curriculum evaluation is a vital component of educational improvement. It ensures that students receive a relevant, high-quality education that evolves with the times. By examining what we teach and how we teach it, curriculum evaluation plays a key role in preparing learners for success in an ever-changing world.”</i>	3

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

Budgeted cost: £60, 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) <i>“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.”</i>	2,3
Times Table Rockstars	Neuroscience Paper – Effects of Repetition <i>“When stimuli are learned by repetition, they are remembered better and retained for a longer time”</i>	3,4
Reading Plus	EEF – Reading Comprehension <i>“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</i>	3,4

	<i>capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”</i>	
Speech Activities	EEF – Oral Language Interventions <i>“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.”</i>	3,4
Pre-learning groups	EEF – Small Group Tuition <i>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. “</i>	3,4
1:1 and small group reading for lowest 20%	EEF – Small Group Tuition <i>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. “</i>	3,4
Establish a Nurture Hub	NurtureUK.org – <i>“Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn.”</i>	2,5

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

Budgeted cost: £50, 942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports Coach lessons for all children in EY and KS1	Sport England, <i>“Every child and young person has the right to be active, to benefit from being active in a safe, positive and trusted environment, and to have an equal chance to achieve their potential.</i>	2

	<i>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."</i>	
Facilitation of After School Clubs by school staff and outside agencies	Yusiff (2022) – <i>"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."</i>	2, 3
Subsidy for residential in Y5 and Y6	York Consulting (2015) <i>"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"</i>	2, 3
Attendance TAF meetings for identified families	Attendance Matters <i>"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."</i>	5
Wellbeing groups support children beyond the classroom	Place to Be <i>"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."</i>	2
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 <i>"For school performance outcomes, evidence suggests a positive association between habitual breakfast frequency and quality on</i>	2

	<i>school grades or achievement test scores.”</i>	
School Counsellor x1 day each week	BACP: School Counselling for All <i>“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.”</i>	2
Pupil Wellbeing Lead	Public Health - <i>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.</i>	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 2023/2024

% of children working at or above ARE

Reading

	All	Pupil Premium	Non Pupil Premium	Difference
Year 1	67%	58%	75%	-17%
Year 2	69%	64%	100%	-36%
Year 3	64%	53%	80%	-27%
Year 4	63%	63%	67%	-4%
Year 5	67%	53%	90%	-37%
Year 6	68%	59%	88%	-29%
All		58%	82%	-24%

Writing

	All	Pupil Premium	Non Pupil Premium	Difference
Year 1	50%	42%	58%	-16%
Year 2	62%	64%	50%	+14%
Year 3	52%	47%	60%	-13%
Year 4	58%	56%	67%	-11%

Year 5	56%	47%	70%	-23%
Year 6	60%	47%	88%	-41%
All		50%	67%	-17%

Maths

	All	Pupil Premium	Non Pupil Premium	Difference
Year 1	63%	50%	75%	-25%
Year 2	62%	64%	50%	+14%
Year 3	60%	53%	70%	-17%
Year 4	68%	69%	67%	+2%
Year 5	63%	47%	90%	-43%
Year 6	68%	53%	100%	-47%
All		56%	80%	-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
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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)

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

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 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2025 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2025 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		