

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 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	Burnside Primary School
Number of pupils in school (Nursery not included)	157
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	1 st September 2022
Date on which it will be reviewed	1 st December 2023 1 st March 2023 15 th July 2023
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	£131, 575
Recovery premium funding allocation this academic year	£7,520
Early Years Pupil Premium	£1,500
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	£143, 005

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: £5,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years staff to access training facilitated by DCC to support development of the environment in line with new curriculum and the needs of the children in our context	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. (EEF – Communication and Language approaches)	1
Teachers to be provided with CPD in the Teaching of 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
Teaching of Spelling	Oxford Owl – “Accurate spelling is an important part of the process of learning to write at primary school.”	3,4
Collaborative work in the delivery of phonic	EEF - Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year	3.4

interventions at KS2	<p>olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p>	
Engagement in CPD provided by LA with a focus on Quality First Teaching	EEF Pupil Premium Guidance states that, “quality teaching supports every child.”	3,4
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
A supply teacher will be recruited to provide tuition for 2 days each week	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF Small Group Intervention)	2,3,4
An intervention teacher will support upper key stage 2 children 0.2	EEF - Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	3,4
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	3,4

	and fewer behavioural issues following work on oral language.”	
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
New Handwriting Programme introduced to improve Handwriting across the school	National Handwriting Association - Time devoted to the teaching and learning of letter formation in the early years will pay off. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content.	1,4

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

Budgeted cost: £51, 366

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yoga for all children in EY and KS1	“The ancient practice of yoga may help children and young people cope with stressful situations and thus contribute positively to mental health. “ Navar and Hagen 2014	2
Burnside Breakfast	EEF - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year	2, 5
Facilitation of After School Clubs by school staff and outside agencies	Children’s University and EEF - Through the Children’s University programme, children have the opportunity to take on a number of enrichment activities, from after school clubs, to visits to museums and universities. Children keep a record of the events and tasks they have completed and are offered a “graduation ceremony”.	1,3,4,5

Subsidy for residential	YHA - Residential – time away from home with peers and often without parents – have a significant impact on wellbeing, attainment and life skills.	2, 4
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 teaching for all pupils, including those with SEND”	3,4
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 2021 to 2022 academic year.

<u>Pupil Attainment</u>			
<u>Academic Year 2021/2022</u>			
<i>Reading Writing Maths Combined</i>			
	PP	Non PP	Difference
Y1			
Y2			
Y3			
Y4			
Y5			
Y6			
All			

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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 provided to the children for free 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 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		