



Pupil Premium Strategy 2020/2021



School Overview

Number of pupils in school	195 + 16 Nursery = 211
Proportion of disadvantaged pupils	14 – N and R 104– Y1 to Y6 56%
Pupil premium allocation this academic year	£128,700
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	December 2020 March 2021 July 2021
Pupil premium lead	Kate Charlton (Acting Head Teacher)
Governor lead	Cllr Carl Marshall

Rationale

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. Baseline assessments following the enforced school closure show significant gaps in knowledge and skills and the gap between PPG and non-PPG children has widened. Pupil Premium expenditure is planned and targeted to ensure that resources are allocated to maximise opportunities for identified pupils linked to the desired outcomes.

Funding (per eligible pupil)

	2020 - 2021
Early Years Pupil Premium	£0.53 / hour
Pupil Premium Reception – Y6	£1,345
Pupil Premium Y7 – Y11	£955
*Pupil Premium + Looked after children (LAC)	£1,700
Pupil Premium + Post Looked after children (PLAC)	£2,345

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

Early years Pupil Premium funding

Pupils eligible for Early Years funding	14
Number of eligible boys	4
Number of eligible girls	10
Total funding allocation	£1,000

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	104
Number of eligible boys	51
Number of eligible girls	53
Number of looked/ Post looked after pupils	0
Total funding allocation	£139,880

Pupil attainment 2019

Reception class pupils disadvantaged pupils	School all pupils	School FSM pupils	National difference between outcomes for disadvantaged pupils and nondisadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non- disadvantaged pupils		
GLD	73%	62%	-19%	-12%		
	All pupils school	School disadvantaged pupils	National difference between outcomes for disadvantaged pupils and nondisadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non- disadvantaged pupils		
Phonics	81%	64%	-13%	-18%		
Key stage 1 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Greater depth standard	
			National difference between outcomes for disadvantaged pupils and nondisadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non- disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non- disadvantaged pupils
Reading	73%	64%	-16%	-11%	-14%	-25%
Writing	67%	64%	-18%	-5%	-10%	-15%
Maths	73%	71%	-16%	-5%	-12%	-15%
Key stage 2 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Higher standard	
			National difference between outcomes for disadvantaged pupils and nondisadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non- disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non- disadvantaged pupils
Reading	59%	67%	-16%	-6%	-14%	-21%

Writing	74%	83%	-15%	+5%	-13%	-3%
Maths	78%	78%	-17%	-1%	-16%	-16%
Reading, writing & Maths combined	59%	67%	-20%	+2%	-8%	-5%

Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
Reading	-0.70	-0.63	0.3
Writing	0.86	1.38	0.3
Maths	0.38	-0.41	0.3

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Covid 19 and the Enforced School Closure has impacted upon pupil attainment and progress. Baselines from September 2020 showed significant gaps in Maths	Pupil needs are identified formatively and in baseline assessments and the recovery curriculum is used to take swift action when addressing curriculum and knowledge gaps
	B	Remote learning access for all pupils	Staff are trained in the use of Google Classroom and are able to use it to facilitate learning in the classroom and also at home. Teachers provide deadlines, feedback and follow up to children who are not engaging. Children and families not engaging in remote learning are identified and supported to ensure that all children have daily access to learning in the event of school or bubble closure. Devices provided for children who do not have access to a device or wifi.
	C	A high proportion of PPG Pupils have a decreased academic resilience and are therefore struggling to engage in lessons	Progress for our children in SEMH will be evident using baseline and subsequent assessment information
	D	Reading outcomes – pupils baseline data indicates a number of PPG children are behind age related expectation in all year groups	Pupils are given weekly opportunities to read aloud to their teacher and peer. The lowers 20% of readers in each class are identified for daily reading input with a blended approach between school staff and volunteers. Reading Plus used for children Y2Y6. Lexia used to target reading support for R-Y2 children and those with an identified need.

Targeted academic support	E	There is a significant difference in the basic skills and vocabulary knowledge of PPG pupils and non-PPG pupils. The gap in basic skills significantly impacts upon their progress	Pre and post teaching with the Teaching Assistant assigned to the cohort allows PPG children to gain pre-knowledge of skills and vocabulary before a lesson and also post learning groups allow misconceptions to be addressed immediately in order to prepare children for the next block of learning
	F	The speech and language skills of a proportion of children entering our Early Years Provision are low	Nuffield Speech and Language training is undertaken and the teaching assistant responsible is given time out of the classroom to deliver targeted intervention to the identified children
	G	Combined reading, writing and maths is low across the school	Pre and post teaching, interventions and targeted teaching ensure that a higher % of children in all classes reach age related expectation in reading, writing and maths combined.
	H	It is difficult for our vulnerable pupils to engage in classroom-based learning without one to one or small group support	Additional support will be allocated to classes with vulnerable pupils to ensure that they are supported and able to access their learning with direct support
Wider strategies	I	Ensuring access to technology for all	All children in school will have access to a device for home learning and WiFi. School will issue devices to those families who identify a need and 90 day data sims will be issued to those children without Wifi access
	J	A proportion of children lack emotional resilience and this in turn impacts upon their learning	Children enter lessons ready to learn. Relax kids used to create a calm learning environment. Mental health and wellbeing is a focus of the curriculum. Therapeutic interventions or counselling offered to children in need of additional support.
	K	Engaging and involving parents and carers in school life	Parents and carers will be involved in their child's learning. They will support their children to complete home learning and will engage their families in all aspects of school life.
	L	Support for families beyond school	Supported families lead to supported children. Families are regularly signposted to appropriate support and have various communication channels to seek help when needed.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	To improve basic skills in Maths through pre and post learning	Pupil needs are identified formatively and in baseline assessments and the recovery curriculum is used to take swift action when	Nuffield Foundation - Mathematical achievement is important for children's future educational success, employment opportunities and health outcomes. However, it is recognised that there is	Cost of TA time for Maths = £17.75 per day x 7 classes x 5 days each week £24,228.75	Percentage of PPG on track for end of year expectation on entry 1:46% 2:8%	Class teachers	Percentage of PPG children on track for end of year expectation at the end of Autumn Term 1: 46% 2: 42%
		addressing curriculum and knowledge gaps	substantial underachievement in this subject, with approximately one in five children not reaching the required levels in mathematics by the end of primary school.		3:20% 4:40% 5:35% 6:14%		3: 46% 4: 63% 5: 27% 6: 27% Percentage of PPG children achieving end of year expectations in Maths Y1 - 35% Y2 – 50% Y3- 44% Y4 – 63% Y5 – 67% Y6 – 50% Where % of children has decreased this can be explained by an increase in mobility

B	To ensure Remote Learning meets the needs of all pupil groups	Staff use Google Classroom to facilitate effective learning in the classroom and also at home. Devices provided for children who do not have access to a device or wifi. Guides provide additional support to parents and carers. ICT support offered by our ICT Consultant for those who have technical difficulties at home	The EEF has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. -ensuring pupils receive clear explanations -supporting growth in confidence with new material through scaffolded practice -application of new knowledge or skills -enabling pupils to receive feedback on how to progress	Resources and online provision Education City £1979.82 TT Rockstars £113.80 £600 online support from JWICT	Google Classroom Engagement Autumn 1 Y1 – 27% Y2 – 59% Y3 – 58% Y4 – 75% Y5 – 61% Y6- 70%	Head Teacher Class Teachers ICT Consultant	Google Classroom Engagement end of Autumn 2 42% Google Classroom engagement in second period of lockdown 82%
C	To increase academic resilience for PPG children by developing their Growth Mindset and accessing programmes such as Relax Kids	Progress for our children in SEMH will be evident using baseline and subsequent assessment information	Young Minds – supporting pupils to build resilience improves their academic results	£1500 Growth Mindset and Resilience Resources	In the SEMH baseline survey a high proportion of children were highlighted by parents as needing support in terms of resilience and mental health and wellbeing	Head Teacher MHWB lead Class Teachers	Questionnaires showed that a number of children believed they needed support with regards to their resilience Pupil interviews evidence an increase in the number of children who are able to demonstrate their strategies and be more resilience
D	To improve outcomes in Reading through targeted interventions and prelearning and	The % of PPG children at or above ARE in reading increases Children have access to Reading materials at home for homework,	EEF Teaching and Learning Toolkit states that Reading Comprehension Strategies have a high impact on progress (+6 months)	Cost of TA time for Reading = £17.75 per day x 7 classes x 5 days each week £24,228.75	Reading Baseline Data PPG children on track for ARE in Reading Y1 - 8% Y2 - 23% Y3 - 13%	Head Teacher Maths and English Subject Leads	End of Autumn data PPG children on track for ARE in Reading Y1 – 38% Y2 – 31% Y3 – 27% Y4 – 63% Y5 – 19% Y6 – 36%

							<p>End of year PPG children achieving ARE or above</p> <p>Y1 – 35%</p> <p>Y2 – 56%</p> <p>Y3 – 38%</p> <p>Y4 – 68%</p> <p>Y5 – 47%</p> <p>Y6 – 60%</p> <p>Again, where the % has decreased slightly this can be explained by the number of children moving into/out of the cohort</p>
	post-learning teaching strategies and access to reading at home	isolation and bubble closure		<p>Cost of Lexia - £5,900</p> <p>Cost of Reading Plus £3,070</p> <p>Cost of high interest low level reading books and phonic books £3000</p> <p>Cost of 0.2 intervention teacher shared between Y5 and Y6 £16,600</p>	<p>Y4 - 7%</p> <p>Y5 - 29%</p> <p>Y6 - 9%</p>	Class Teachers	

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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E	To close the gap in basic skills and vocabulary knowledge of PPG pupils and non-PPG pupils through targeted in and out of class support	PPG children will be identified to participate in interventions outside of the classroom as well as being given pre and post learning opportunities	EEF – Small group tuition is shown to have a moderate impact for a moderate cost (+ 4 months)	Costed in A and D	<p>Baseline data PPG children at or above ARE in Reading Y1 - 8% Y2 - 23% Y3 - 13% Y4 - 7% Y5 - 29% Y6 - 9%</p> <p>PPG children at or above ARE in Writing Y1 - 0% Y2 - 15% Y3 - 27%</p>	Class teachers	<p>End of Autumn data PPG children on track for ARE in Reading Y1 – 38% Y2 – 31% Y3 – 27% Y4 – 63% Y5 – 19% Y6 – 36%</p> <p>End of year PPG children achieving ARE or above in Reading Y1 – 35% Y2 – 56% Y3 – 38% Y4 – 68% Y5 – 47% Y6 – 60%</p> <p>PPG children on track for ARE in writing Y1 – 23% Y2 – 38% Y3 – 40% Y4 – 63%</p>
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					<p>Y4 - 6% Y5 - 6% Y6 - 9%</p> <p>PPG children at or above ARE in Maths Y1 -56% Y2 - 8% Y3 - 20% Y4 - 40% Y5 - 35% Y6 - 32%</p>		<p>Y5 – 35% Y6 – 45%</p> <p>Percentage of children on track for ARE in Writing at the end of the year Y1 – 24% Y2 – 50% Y3 – 31% Y4 – 58% Y5 – 53% Y6 – 55%</p>
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							<p>PPG children on track for ARE in Maths</p> <p>1: 46%</p> <p>2: 42%</p> <p>3: 46%</p> <p>4: 63%</p> <p>5: 27%</p> <p>6: 27%</p> <p>Percentage of PPG children achieving end of year expectations in Maths</p> <p>Y1 - 35%</p> <p>Y2 – 50%</p> <p>Y3- 44%</p> <p>Y4 – 63%</p> <p>Y5 – 67%</p> <p>Y6 – 50%</p>
F	To improve the speech and language skills of children entering our Early Years Provision by engaged in the NELI programme	The children participate in the Nuffield Speech and Language programme and their speech and language improve	Studies of communication and language approaches show the benefits of developing these skills upon pupils’ learning. According to the DfE Supporting the Attainment of Disadvantaged Pupils document, on average, pupils who are involved in communication and language approaches make approximately six months of progress	Cover for Early Years staff to train in and deliver the programme £70 x 20 weeks £1400 Additional SALT sessions (20 x £50) £1000 Cover for RP to support EY programme and monitor x 5 days £1,250	86% of children started Reception below expectations for Speaking skills	EY staff	<p>14% (3/22) children at 40-60 developing</p> <p>% of GLD at the end of the year was 26%</p>

G	To improve the % of children achieving reading, writing and maths combined by targeted pre and post learning intervention and targeted intervention	A higher number of PPG children will achieve in RWM	EEF states that targeted feedback can improve learning for pupils by 8+ months. EEF – Small group tuition is shown to have a moderate impact for a moderate cost (+ 4 months)	TA time for pre and post learning costed in A and D Targeted intervention cost - £17.75 per hour x 2 hours each week x 7 classes x 37 weeks = £9,194.50	Extremely low numbers of children on track to reach ARE in RWM combined across the school	Head Teacher Class Teachers	Reading, writing, maths combined % in Autumn data Year 1 - 28% Year 2 - 32% Year 3 - 42% Year 4 - 55% Year 5 - 27% Year 6 - 29%
H	Increase engagement in classroom-based	Vulnerable pupils will be given pre-learning opportunities with adult	EEF – Small group tuition is shown to have a moderate impact for a	Cost of TA time each day costed in A	Baseline data	Head Teacher	
	learning for vulnerable pupils by providing prelearning opportunities for children	to equip them for lessons with a focus on basic skills and vocabulary	moderate cost (+ 4 months)	Cost of resources to support this eg. Coin it cards from Big Maths £500	PPG children at or above ARE in Reading Y1 - 8% Y2 - 23% Y3 - 13% Y4 - 7% Y5 - 35% Y6 - 9% PPG children at or above ARE in Writing Y1 - 0% Y2 - 15% Y3 - 27% Y4 - 6% Y5 - 6% Y6 - 9% PPG children at or above ARE in Maths Y1 - 56% Y2 - 8% Y3 - 20% Y4 - 40% Y5 - 35% Y6 - 32%	Class Teachers Teaching Assistant assigned to the class	End of Autumn data PPG children on track for ARE in Reading Y1 – 38% Y2 – 31% Y3 – 27% Y4 – 63% Y5 – 19% Y6 – 36% End of year PPG children achieving ARE or above in Reading Y1 – 35% Y2 – 56% Y3 – 38% Y4 – 68% Y5 – 47% Y6 – 60% PPG children on track for ARE in writing Y1 – 23% Y2 – 38% Y3 – 40% Y4 – 63% Y5 – 35% Y6 – 45%

							<p>Percentage of children on track for ARE in Writing at the end of the year</p> <p>Y1 – 24%</p> <p>Y2 – 50%</p> <p>Y3 – 31%</p> <p>Y4 – 58%</p> <p>Y5 – 53%</p> <p>Y6 – 55%</p> <p>PPG children on track for ARE in Maths</p> <p>1: 46%</p> <p>2: 42%</p> <p>3: 46%</p> <p>4: 63%</p> <p>5: 27%</p> <p>6: 27%</p> <p>Percentage of PPG children achieving end of year expectations in Maths</p> <p>Y1 - 35%</p> <p>Y2 – 50%</p> <p>Y3- 44%</p> <p>Y4 – 63%</p> <p>Y5 – 67%</p> <p>Y6 – 50%</p>
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Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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I	To ensure access to devices and Wifi for PPG children	All children will have access to technology at home including Wifi	EEF states that studies find that digital technology is associated with moderate learning gains:	Cost of Dongles £25x4 Cost of ICT support to make laptops suitable for home use	Survey of children showed that 29% of children had either no access to a device or Wifi	Head Teacher Class Teachers	29 laptops and i-pads currently being used from the IT Bank and 8 Vodafone 90 day SIM cards have been distributed
			on average, and additional four months impact.	£600 Cost of additional Chromebook devices £269.99 x 10 £2,699.90			
J	To improve the overall mental health and wellbeing of pupils delivering the Jigsaw Recovery Curriculum and therapeutic interventions for identified individuals	Children will have improved mental health and wellbeing and in turn will be able to engage fully in their learning	Young Minds – supporting pupils to build resilience improves their academic results EEF – Metacognition and selfregulation approaches have consistently high levels of impact with pupils making and average of seven months additional progress	Teaching assistant time £17.75 x 2 TAs x 39 weeks £1,384.50 Counsellor £8,600 Jigsaw Subscription £2,300	In the SEMH baseline survey a high proportion of children were highlighted by parents as needing support in terms of resilience and mental health and wellbeing	MHWP lead Class Teachers	Mental Health and Wellbeing pledge made and toolkit completed

K	To engage and involve parents in school life	Parents will be given the tools to engage in their child's learning within their own comfort zone. Early Years parents will be given access to Tapestry. The school will also communicate via other channels such as Facebook, email and text to improve parental engagement.	EEF - Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	Cost of engagement channels and management of these methods £2000	Engagement in Home Learning during the Enforced School closure was varied	Head Teacher Class teachers	Tapestry has been implemented and parents have been issued with passwords Facebook is used to involve parents in learning and so far has been a successful communication channel between home and school
L	To support families beyond school	Parents will be signposted to external organisations such as Karbon Homes Parent support, Volunteer Alliance, PACT house for support with home learning and engagement	EEF – Providing a series of groupbased workshops for parents, sometimes with separate activities for children, can be effective for a range of outcomes, including academic attainment, other learning outcomes, and aspects of children's socialemotional development	Cost of events and wider support such as hampers, home learning stationery packs £2,500 Cost of Attendance Officer £3,700 Attendance prizes £2,500	Enquiries regarding additional support has significantly increased following the Enforced School Closure 49% of our PPG children have attendance lower than the target 97% and 10% of our PPG children are persistent absentees	Head Teacher SLT	Karbon Homes and HT developing a virtual Parent Support fair in order to signpost families to external support Attendance Team Around the Family meeting established to ensure targeted support for families beyond the school day Links with PACT House and VCS Alliance Signposting for families continues
M	To enhance the cultural capital of all children	Children will be provided with wider curriculum opportunities including trips to widen their experience of the world	Ofsted – importance of schools enhancing cultural capital	Subsidised trips and experiences as per school developed 'Experiences Passport' £10,000	Varied range of experiences by PPG children	Head Teacher Class teachers	The National Pandemic has meant that many trips and external experiences have been postponed. Despite this, the school community have embraced online and virtual experiences such as the Christmas Pantomime.

Additional funding supporting provision

School to further subsidise costs of trips and experiences where possible via money raised in fundraising events such as the Christmas raffle (approximately £3,000)

School to subsidise Parental Engagement costs and draw upon external grant funding and the work of external organisations where appropriate or necessary

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Cllr Carl Marshall

Committee meeting dates

Autumn:
9.11.20

Spring:
7.1.21

Summer:

Autumn summary

Shared Pupil Premium strategies and priorities for this academic year. Discussed links between Pupil Premium Strategy and Catch Up Premium as well as changes in the spending of Pupil Premium last academic year as a result of Coronavirus (see red evaluation points on previous strategy).

Spring summary

Discussed challenges facing PP children and children in the vulnerable tiers as a result of the latest National Lockdown. Shared new format of PP strategy and discussed working fluidly with the strategy and dynamically to ensure PP expenditure directly supported learning, should the lockdown expand over an extended period. KC shared data from 2019 and comparisons between the performance of our PP children and the non-disadvantaged children nationally.

Summer summary