

# Pupil premium strategy statement - Burley Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Burley Primary School  |
| Number of pupils in school  | 96   |
| Proportion (%) of pupil premium eligible pupils   | 15.36% (16 pupils)   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023 / 2023-2024  |
| Date this statement was published   | December 2022  |
| Date on which it will be reviewed   | July 2023  |
| Statement authorised by   | Nanette Allies   |
| Pupil premium lead  | Claire Bleakley  |
| Governor / Trustee lead   | Danielle Wyman - until Spring 23<br>Lucy Thomas - from Spring 23 |

## Funding overview

| Detail  | Amount                              |
|---|-------------------------------------|
| Pupil premium funding allocation this academic year   | £ 26,315 (financial year 2022-2023) |
| Recovery premium funding allocation this academic year  | £ 2,610                             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0                                 |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 28,925                            |

### Part A: Pupil premium strategy plan

#### Statement of intent

We are committed to ensuring all pupils, regardless of their background or the challenges they face, make good progress and that the teaching and learning opportunities meet the needs of all of our pupils. The intention of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We have reviewed the impact of our last pupil premium statement and analysed the data for pupils on our current pupil premium registers. We have also considered the challenges faced by our vulnerable learners and then have used this information to plan how we can best support these learners to reach their full potential.

At the centre of our approach is high-quality teaching, with a focus on removing barriers to learning created by poverty, family circumstance and background.

Our Pupil Premium funding is used to narrow the gap in achievement between those children who are vulnerable to possible underachievement and who attract the funding, and those who do not. We also provide enrichment for children to ensure there is equity of opportunity for all. This plan outlines how we ensure the funding is used to its maximum effect.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Writing</b> Data shows the attainment and expressed progress in Writing is not consistently being made for all pupils on the pupil premium register.   |
| 2                | <b>Maths</b> Data shows the attainment and expected progress in Maths is not yet consistently being made for all pupils on the pupil premium register.  |
| 3                | <b>Fewer life experiences and opportunities.</b> Financial hardship results in some pupils being at risk not having equal access to the same enriching curriculum as their peers.   |
| 4                | <b>Pupils emotional health and well-being</b> Our assessments, observations (including Cpoms data) and discussions with families have identified emotional health and well-being needs for many pupils, including a reluctance to engage in classroom activities or resilience to recover when learning feels challenging. These challenges particularly affect disadvantaged pupils and have been impacted by school closure to a greater extent than other pupils. National studies support these findings. |
| 5                | <b>Children on SEND and PP register</b> 33% of pupils on the pupil premium register are also on the SEND register.  |

## 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  | Progress Spring 23   | Progress Summer 23 |
|---|---|--|--------------------|
| All pupils will make at least expected progress in Writing.   | Pupil progress meetings and data ensures pupils make at least better than expected progress.<br>Data to show evidence of progress (closing the gap) and attainment having improved in writing for pupils on the pupil premium register. | Spring data drop currently:<br>12.5% on track for ARE in writing.<br>43.8% close to ARE<br>18.8% working towards ARE<br>6.3% working BARE<br>18.8% pupils with Cognition and Learning needs. |                    |
| All pupils will make at least expected progress in Mathematics.   | Pupil progress meetings and data ensures pupils make at least better than expected progress.<br>Data to show evidence of progress (closing the gap) and attainment having improved in Maths for pupils on the pupil premium register.   | 56.3 of pupils ARE or above (6.3% GDS)<br>12.5% pupils close to<br>12.5% Working towards<br>6.3% Below age related<br>12.5% pupils with Cognition and Learning needs.                        |                    |
| Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the | Pupil premium money to subsidise the cost of school and residential trips. These children will have the   | All pupils accessing trips and swimming lessons where appropriate.   |                    |

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| same experiences as other pupils.  | opportunity to access varied life experiences which will improve their skills including communication and literacy.  | Curriculum currently under development.   |  |
| Support and guidance provided for children and families in managing challenging circumstances including those pupils who need support to manage their emotional health and well-being. | Evidence of learning behaviours will have improved particularly resilience and self & regulation of emotions. As a result of this attainment will improve due to their growth mind-set.<br>Early family support improves the quality of a child's home and family life which enables them to perform better at school. | No. of families currently receiving pastoral support: 3<br>No. of pupils currently receiving pastoral support: 6<br><br>Cpoms incidents under category of behaviour for pupils on PP register:<br>Autumn term - 57<br>Spring term - 25<br>Termly Wellbeing newsletters by Pastoral Lead<br>Padlet created to direct to many areas of support. |  |
| Targeted support to ensure pupils on the pupil premium register with SEND make good progress.  | Appropriate external support is secured for children to support progress e.g. EP cognitive assessments.<br>TA support (2:1) to ensure progress for individual pupils on the PP and SEND registers.   | Individualised timetables in place for some pupils. TA working 1:1 and with small groups both inside the classroom and outside in The Den to meet individual needs.   |  |

## 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: £8500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed | Progress Spring 23  | Progress Summer 23 |
|---|---|-------------------------------|---|--------------------|
| Purchase of standardised diagnostic assessments.<br><b>£1200</b>                                      | Standardised tests provide teachers with reliable data to identify pupils' learning needs, review progress and address underperformance.<br><i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i> | 2                             | Pupils assessed termly using NFER tests (from Yr 1-6) for the second year and interactive tool in use.  |                    |
| Pupil premium lead to monitor impact of PP expenditure each half term.<br><b>£1200</b>                | Pupil conferencing, data analysis and learning walks.<br><i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>  | 1,2                           | Data analysis systems in place including 'Pupil premium on a page' and tracking pupils on the Pupil Premium register insufficient progress at data drops. Regular learning walks to monitor provision in place and progress being made. |                    |
| Coaching support for staff to ensure teaching is consistently good across the school.<br><b>£3200</b> | The coaching approach improves teaching and learning and enables all children, including disadvantaged learners to make good progress from their starting points.   | 1                             | Phonics lead providing regular support (where needed) to ensure all staff are confidently delivering Little Wandle Phonics  |                    |

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|  | <i>Five evidence based strategies for pupils with special educational needs send / Education Endowment Foundation.</i>   |      | scheme to ensure pupils 'keep up' in phonics and 'catch up' closing gaps where needed. English lead providing regular support to ECT in first year with their English learning journeys.  |                                    |
| Termly pupil progress to address gaps in learning, raise the profile of pupil's needs and accelerate progress.<br><b>£1200</b> | Based on experience raising the profile amongst staff of all target children and their individual needs is key to identifying the right support and making accelerated progress. | 1, 2 | Pupil progress meetings changed from half termly to a longer meeting once a term to focus on all pupils learning. Starting with pupils on the Pupil premium registers. These meetings provide a valuable opportunity to review pupil's progress and discuss and plan how to move forward with a pupil's individual needs. |                                    |
| Times table Rock stars<br><b>£100</b>  | Average speed and accuracy are notably improving for pupils accessing the programme regularly.   | 2    | Rockstars in place and regularly used by pupils. Progress shown on Times Table rockstars with the speed in which pupils can answer questions.   | Yr 4 multiplication check June 23. |
| CPD – Phonics lead able to mentor and coach staff as required.<br><b>£1600</b>   | A systematic phonics programme for all ensures outcomes for all.   | 1    | Phonics lead providing regular support (where needed) to ensure all staff are confidently delivering Little Wandle Phonics scheme to ensure pupils 'keep up' in phonics and 'catch up' closing gaps where needed.   |                                    |

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

Budgeted cost: £10,510

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed | Progress Spring 23   | Progress Summer 23 |
|--|---|-------------------------------|--|--------------------|
| TA employed to support children that are on both the PP and SEN registers. .<br><b>£8510</b>                           | One to one teaching to ensure gaps in learning are supported and accelerated progress is made.<br><br><i>EEF Making the best use of teaching assistants.</i>  | 5                             | Individualised timetables in place for some pupils. TA working 1:1 and with small groups both inside the classroom and outside in The Den to meet individual needs.  |                    |
| Contribution to payment for Educational Psychologist time for cognitive assessments and consultations.<br><b>£2000</b> | Staff identify pupil's challenges and interest. They seek the best strategies to help each pupil make the next step in their learning.<br><br><i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i> | 5                             | Two children seen by the Educational Psychologist for consultations.<br><br>Two more pupils on the PP register due to see the EP July 23. One for a consultation and second pupil for cognitive assessments. |                    |

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

Budgeted cost: £9885.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Progress Spring 23 | Progress Summer 23 |
|----------|--------------------------------------|-------------------------------|--------------------|--------------------|
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| Trips / enrichment workshops to be subsidised for pupils on PP register.<br><b>£3955</b> | Some pupils do not have access to activities which promote cultural capital which can impact their learning.  | 3 | All pupils accessing trips and swimming lessons where appropriate. |  |
| Contribution towards Pastoral support Lead<br><b>£4950</b>                               | To support children's emotional wellbeing through early help referrals through meetings with parents and providing support and advice for families whilst liaising with external agencies.<br><br><i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i> | 4 | Six pupils currently receiving regular pastoral support.           |  |
| Cost of ELSA (one afternoon per week)<br><b>£980</b>                                     | Support provided for children managing challenging circumstances including those who need support to manage their emotional health and well-being.<br><br><i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>   | 4 | No of pupils on PP register currently receiving ELSA:<br>1         |  |

**Total budgeted cost: £28,895**

## 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. Further information (optional)

| Desired outcomes   | Impact  |
|--|---|
| 1. All pupils will make at least expected progress in Mathematics.   | Regular pupil progress meetings targeted pupils Maths targets.<br>SEND staff meeting focused on small steps and rapid progress (working back).<br>47% of pupils on the PP register made ARE.<br>62.5% (5 pupils) of the pupils not making expected progress are on the SEND register for Cognition and Learning.  |
| 2. Pupils make at least expected progress in reading from EYFS to Yr 2 data.   | Regular pupil progress meetings have targeted pupils Maths targets.<br>SEND staff meeting focused on small steps and rapid progress (working back).<br>60% of pupils made rapid progress in reading. Salford reading tests show rapid progress of between 8 months and 2 years increase over a 4 month period.<br>62.5% of pupils not making expected progress are on the SEND register for Cognition and Learning. |
| 3. Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the same experiences as other pupils. | All pupils on the PP register attended residential school trip (at subsidised cost).<br>All pupils attended school trips and participated in activities where visitors came into school and virtually including Longdown Dairy farm and a visit from Zoolab animals.  |
| 4. Support and guidance provided for children and families in managing challenging circumstances   | 31.25% (5 children) receiving regular pastoral support in school from the pastoral lead.<br>Intense pastoral support for an individual on the pupil on the Pupil premium register getting into school.  |

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|--|---|
| including those pupils who need support to manage their emotional health and well-being.         | Support including EHH for a family on the PP register.<br>Support for a pupil on the PP register and family where the parent is chronically unwell  |
| 5. Targeted support to ensure pupils on the pupil premium register with SEND make good progress. | A TA supporting pupil with an EHCP in place has worked hard to individualise his timetable using the EHCP and targets set in there. Pupil now receiving an appropriate curriculum to meet his needs. Most Salford test shows he made 1y 5 months progress in the past 4 months. |

## 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 |
|---------------|----------|
| Little Wandle | Collins  |