**Burstow Primary Pupil Premium Strategy Statement: Intended Spend for April 2021- March 2022**

This year we are predicting that we will receive approximately £104,320 in Pupil Premium funding. This is because we have 81 pupils on roll currently registered as being eligible for this funding (3 pupils for PP+) and we understand this number may deviate slightly throughout the course of the school year. We have 443 pupils currently on roll.

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| Current attainment (**Summer 2022**) | Total % of pupils | Pupils eligible for PP |
| EYFS GLD – achieved a good level of development |  |  |
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| Year 1 phonics check results  |

 |  | 1 PP+ |
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| Year 2 phonics check results  |

 |  | 2 PP+ |
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| End of Key stage 2 results Reading/Writing/Maths/GPS  |

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Current % pupils PP children in each year group

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 13% | 13% | 23%  | 20%  | 12% | 17% | 13% | 30% |

Current % pupils of each year group with PP who also have SEN

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| % | % | 0%  |  %  | % | % | % | %  |

Current % PP pupils who also have SEN

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Nursery  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| % | 0% | 0%  | %  | % | % | % | %  |

Main internal and external barriers:

* Vulnerable families and pupils with emotional and social needs
* Tackling Persistence Absentee levels
* Delayed language and vocabulary skills (speaking & reading skills)
* School readiness (low academic baselines on entry, socially and emotionally ready)
* Experience of early childhood trauma

Desired outcomes to diminish the difference between Pupil Premium funded pupils and ‘Other’ pupils

A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)

B. Continue to support families and pupils’ social, emotional and health needs through ELSA, Learning Space and our FLO

C. Support children with poor basic number concepts

D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged

E. PP pupils make rapid progress to catch up to their peers

F. More Able PP pupils ‘on track’ to exceed Expected Standard

G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers

H. Increase vocabulary, reading and phonics achievement in EYFS & KS1

I. Improve school readiness and pupils’ enjoyment through providing before and after school clubs, subsidising trips.

J. Provide a speech and language therapist for children with delayed language and vocabulary skills

\*Please see the Action Plan below for more detail around the above desired outcomes.

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| Action Plan for use of Pupil Premium 2021-2022 |
| Desired Outcome | ActionPupil Premium used for… | Amount allocated(£) | New/ Continued action | Targeted Group(s) | Intended OutcomesHow the actions impact on achievement | Monitored by | Impact |
| Whole school strategy for all pupils with PP |
| Oversee all areas | SENCo/Pupil Premium lead (half a day every 2 weeks PP focus)  | £3,155 | Continued | Whole school | To ensure that all disadvantaged pupils are targeted for support that will ensure they make accelerated progress | GovernorsHead teacher |  |
| A/C/E/F | Teaching and Learning Lead (half a day every 2 weeks PP focus)  | £3,155 | New | Whole school | To ensure the quality of teaching and learning is high in all classrooms – ensuring maximum progress for all pupils. | GovernorsHead teacher |   |
| I | Breakfast Club and After School Club | £7,500 | Continued | Targeted children across the whole school | To ensure pupils have the best start to the day and hunger isn’t a barrier to focus and attentionTo improve punctuality | SLTFLO |  |
| D | Attendance support for pupils & families – led by Attendance and Admissions Manager and Family Liaison OfficerFamilies to receive family experience prizes for improvements over 95% | £17,040£900 | ContinuedContinued | Whole school targeted vulnerable children with poor attendance, poor punctuality, and a focus on Persistent Absentees.  | Improved levels of attendance, punctuality, and a decrease in Persistent Absentees | GovernorsSLT | .  |
| I  | Subsidising educational trips and visitors.Include clubsEnsure that all PP children are appropriately dressed in school uniform and have the equipment that they need. | £5,000 | ContinuedNew | Targeted children across the whole school | Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved | GovernorsSLTTeaching body | .  |
| B | Pupils to be referred to the FLO / ELSA for targeted support. FLO to provide targeted support to families, signposting vulnerable groups to relevant services for support. | £8,000 | Continued  | Targeted children across the whole school | To support the needs of emotionally vulnerable pupilsTo reduce the number of pupils escalating to CiN and CP | GovernorsSLT |   |
| B | Vulnerable pupils referred to Learning Space, YMCA Counsellor for more targeted specialist emotional support. | £13,240 | Continued | Targeted children across the whole school | To support the needs of emotionally vulnerable pupilsTo reduce the number of referrals made to CAMHS. | GovernorsSLTFLO |  |
| All  | Hold back PP money for new starters with PP and additional requirements that may arise. To support pupils as individuals by collecting pupil and parental voice and put actions in to place to support their progress and well-being.  | £7,000 | New | All PP pupils | Increased progress: Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved | GovernorsSLTFLO |   |
|  |  | Targeted strategies for underperforming pupils and other pupils |  |  |
| E | Provide a targeted 1:1 maths intervention (3rd Space Learning) | £3,450 | continued | Targeted children in Yr. 5/6 | To close the gap in attainment for PP pupils in maths | GovernorsSLT |  |
| C | To provide first class number to pupils in KS1  | £2,000 | continued | Targeted year 1 and 2 pupils  | To close the gap in attainment for PP pupils in maths |  | .  |
| A/B/C/G | Educational psychologist for 6 days a year. | £3,300 approx. 6 days for PP pupils | New  | Target individual PP who have faced trauma.  | To support staff and parents in strategies to enable these pupils to succeed.  |  |  |
| B/E/G/J | Provide a speech and language therapist 1 day (0.5 day per week PP)  |  £8,866  | Continue | Targeted children across the whole school with SLCN needs  | To provide regular assessment and targeted support/therapy for pupils with SLCNTo support families of children with SLCN.To train EYFS to use Makaton to support early language skills | GovernorsSLT |   |
| B | Well-being Mentor employed for sensory and emotional regulation for vulnerable children | £15,942 | New | Targeted groups in EYFS | To support pupils’ social, emotional and health needs |  |   |
| E F | Laptops provided to loan to PP children that cannot complete their homework due to lack of facilities at home. |  | New |  |  |  |  |
| Pupil Premium Plus – Additional information  |
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