# Pupil premium strategy statement 2022-23

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## 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

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| Detail | Data |
| School name | Burstow Primary School |
| Number of pupils in school | 430 |
| Proportion (%) of pupil premium eligible pupils | 17.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 18.4% |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Claire Hodgson |
| Pupil premium lead | Charlotte Ashdown |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £109,360 |
| Recovery premium funding allocation this academic year | £ 53,354 |
| 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 | £ 162,714 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?*   At Burstow, all members of staff and governors know that all children can succeed both academically and socially. We also recognise that some children may need additional support to achieve in line with their peers. At Burstow we believe in a growth mindset attitude and can-do approach to learning. Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils within our school is closed. In addition to this, we aim to provide opportunities for our PP children that they might otherwise not experience in order to develop their cultural and social understanding and develop their love of learning. PP children at Burstow will be able to write to to express their views with confidence, solve mathematical problems and be able to apply this knowledge to real life problems and gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. All PP children at Burstow will compete in a team and/or play a musical instrument to develop their hobbies and experiences outside of school. We will, through our belief in a growth mindset, develop PP children’s aspirations so that they are similar to or above those of their peers. All PP children will have experienced the opportunity to be a leader before they leave Burstow and would have had multiple opportunities to be successful to build confidence.  Our objectives are to:   * Remove barriers to learning created by social and economic background * Ensure all pupils are able to read fluently to access the wider curriculum and provide them with opportunities to develop a love for reading. * Enable all children to develop resilience and nurture their own social and emotional well-being. * Enable all children regardless of socio-economic background to experience a wide range of enrichment opportunities to develop their understanding of the world and inspire high aspirations.   We will do this by:   * Ensuring all children are accessing high quality teaching by providing all teachers with high quality CPD and coaching. * Ensure gaps in learning are identified early and then targeted support is put in place. * Allocate funding to ensure PP children have access to trips, residential visits and other learning experiences. * Allocate funding for all pupils to participate in enrichment opportunities of their choice to develop their interests outside of school and provide them with additional opportunities to feel successful. * Provide ELSA support to enable our PP children to develop their emotional literacy. * Provide support from therapists with a priority on our PP children to support their emotional well-being. * To provide tuition for our PP children to provide targeted support to enable them to make accelerated progress. * To provide incentives to families for good attendance. * Provide wider curriculum activities such as Forest School, Den building areas and swimming lessons to develop their physical skills, real life experiences and team building. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | PP children are consistently heavily represented in the lowest 20% attaining children. |
| 2 | PP children have a lack of experiences outside of school. |
| 3 | PP children are regularly at a disadvantage due to cost of living e.g coming to school without breakfast or snacks. |
| 4 | Poor attendance and lateness is common in this group. |
| 5 | PP children are less likely to be supported with reading at home. |
| 6. | Speech amongst PP children is often poorer than that of their peers who are not PP children. |

## 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.

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| Intended outcome | Success criteria |
| PP children in EYFS will meet GLD in Reading. | PP children be assessed to read set 1 single sounds by end of Reception. |
| PP children in Year 1 will pass the phonics screening check. | PP children in Year 1 will be able to blend to read Year 1 appropriate words. |
| PP children in Year 2 will pass reading in Year 2 SATS. | PP children in year 2 will meet ARE for reading comprehension. |
| PP children in Year 3, 4 and 5 will reach age related expectations or beyond in reading comprehension.  PP children in Year 6 will reach ARE in reading and have good fluency. | Target tracker, evidence from reading comprehensions and scaled score assessments show ARE achieved by the end of the year.  PP children pass or exceed in reading SATS. |
| PP attendance improves to be more in line with non PP children – closer to 95% (national target). | PP children to come on time every day. |
| PP children enjoy school and feel they belong. | PP children say in pupil voice surveys that they like school. |
| PP children have enough to eat through the day. | Breakfast provided for any children who need it. Snack (fruit) is available free in classroom daily. |
| All PP children to go on school trips. | All PP children are paid for to go on school trips. |
| PP children experience the theatre before the end of Year 6. | Panto theatrical show is paid for at Christmas. At least one trip to theatre before Year 6. |
| PP children have priority access to ELSA support to develop emotional literacy, social skills and resilience. | ELSA tracking shows children make progress towards their targets.  All PP children screened using the Boxall profile to monitor wellbeing. |
| PP children have priority access to school therapists if needed to help address and navigate any difficulties. | Tracking of therapist support shows PP children are having priority access to these services and are receiving support. |
| PP families have priority access to early help in school – particularly for parenting, signposting to support services and to receive foodbank vouchers. | All PP children to receive foodbank vouchers.  Family Inclusion Worker prioritises PP families to provide targeted support. |
| PP children to have priority access to speech and language support. | Recruit and train Speech and Language specialist.  PP children to access this support as a priority enabling their speech to be more in line with their peers who are not PP children. |

## 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: £63370

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for teachers planned and delivered regularly throughout the year. | High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students) | 1,5,6 |
| Train an additional ELSA to support PP children. | Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. | 1 |
| Recruit and train a Speech and Language Assistant with priority access for PP children. | Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. (EEF, Communication and Language approaches) | 6,1 |

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

Budgeted cost: £ *78294*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tutoring | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions) | 1,5,6 |
| RWI 1:1 Tutoring | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics) | 1,5 |
| Homework Club for PP children | Pupils eligible for free school meals typically receive additional benefits from homework. Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.  Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework. (EEF, Homework) | 1,5 |
| 3rd space learning intervention for Maths | In a research project by the EEF, 15 out of the 19 schools taking part reported that pupils had attained beyond expectations when they had accessed third space learning intervention. (EEF, Affordable Maths Tuition) | 1 |
| First Class Number for KS1 | Pupils who received 1stClass@Number made two months’ additional progress in maths, on average. (EEF, 1st Class @ Number) | 1 |
| Educational Psychologist (6 times a year) | At Burstow, we see the high impact of the use of Educational Psychologist advice. This is shown in both the accelerated progress following an observation and subsequent advice by the EP, which is then followed by the school staff. | 1 |
| Laptops provided to loan to PP children who cannot complete homework due to lack of facilities at home. | Pupils eligible for free school meals typically receive additional benefits from homework. Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.  Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework. (EEF, Homework) | 1,3,2 |

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

Budgeted cost: £21050

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest School | Outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.(EEF, outdoor adventure learning) | 1,2,3 |
| Den area | 1,2,3 |
| Family prizes for attendance | Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes (EEF, Attendance interventions rapid evidence assessment) | 4,1 |
| Parenting workshops (reading) | On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year. (EEF, Parental engagement) | 1,5 |
| ‘Snuggle and Read’ Parent event | Parental engagement has a positive impact on average of 4 months’ additional progress. (EEF Teaching and Learning Toolkit – Parental Engagement) | 1,4 |
| £50 voucher to be provided for every PP child to enable them to access extra curricular activity of their choice. | There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time) | 4,1,2 |
| Breakfast and After School Club | The EEF found that breakfast clubs have the potential to deliver an average of 2 months’ additional progress for pupils (EEF, Magic Breakfast) | 3,4,1 |
| Attendance support for children and families provided by Admissions Manager and Family Inclusion worker. | Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes (EEF, Attendance interventions rapid evidence assessment) | 4 |
| Subsidising educational trips and visitors | Enabling children to develop life skills outside of the school environment  life skills in childhood are **associated with a range of positive outcomes at school** and beyond (EEF, Life skills and enrichment). | 1,2 |
| Provide uniform for those that are not able to purchase what their child needs. | Evidence suggests that children wearing a school uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. | 3,4 |
| Vulnerable children to have support from YMCA counsellor. | Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning Toolkit – Social and Emotional Learning) | 3,1 |
| Hold back money for new starters with PP. |  | 1,2,3,4,5,6 |
| Recruit and train specialist speech and language LSA with priority for PP children. | On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Training by this specialist LSA can support other school adults to ensure they model and develop pupils’ oral language skills and vocabulary development. (EEF Teaching and Learning Toolkit – Oral Language Interventions) | 1,6 |

**Total budgeted cost: £** *162,714*

# 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.

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| Emphasis has been put on the lowest 20% and in particular our PP children throughout PPRMs. Where adequate progress has not been made, discussions have been had between the Class Teacher and SLT to plan for next steps for the individual child. Tuition and developing all staff ability to deliver well planned and effective interventions has had a positive impact.  We provided extensive ELSA support throughout the academic year and introduced screening using the Boxall Profile to track children’s emotional well being. This was a trial last academic year and will be fully implemented in the academic year 2022-23 with a subscription being purchased to track this online for all children.  Maths interventions, tuition and a focus on precision teaching have contributed to support provided for children with poor basic number concepts. Teacher assessments for Maths show that at the end of Key Stage 1, 63.3% of children were working at ARE or beyond. In Key Stage 2, 68.4% achieved a scaled score of 100 or above.  Whole school attendance for the academic year 2021-2022 was 91.87%. Our Attendance manager and FLO are consistently working with families with poor attendance to improve this further. This continues to be a priority for the academic year 2022-2023.  In EYFS, 14.3% of our PP children reached GLD this year with a weak area being PSED. Intervention is in place this academic year with a nurture intervention being put in place to develop these skills in addition to more focused Early Years ELSA support.  Our Phonics score was disappointingly low this year (37%). In this coming academic year, we will be providing coaching and external support from Read Write Inc staff to develop Phonics teaching. In addition to this, we will be investing in the Fresh Start programme to develop phonic knowledge at KS2 for children who have knowledge gaps.  Pupils have had access to a range of wider opportunities and the budget enabled us to fund school trips for PP children enabling them to enjoy experiences in line with non PP children.  Speech and Language Therapy has been provided for children with speech needs with an emphasis on early intervention (Nursery and Reception). This has had positive impact. We are however seeing an increase in speech and language needs with 52.6% of our Special Needs Register having a primary need of communication and interaction so this will remain a focus for the coming academic year. |

## 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*

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| Programme | Provider |
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