Pupil premium strategy statement

2023-2024

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# Pupil premium strategy statement 2022-23

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

## School overview

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| Detail | Data |
| School name | Burstow Primary School |
| Number of pupils in school | 408 |
| Proportion (%) of pupil premium eligible pupils | 18.9 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Katrina Turvey |
| Pupil premium lead | Charlotte Ashdown |
| Governor / Trustee lead | Claire Creed |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £112,035 |
| Recovery premium funding allocation this academic year | £ 12,325 |
| 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 | £ 124,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 often 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. | We offer PP children a 50% discount for school trips. |
| 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. |
| 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: £39,608

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Disadvantaged champions  Embedding a broad and balanced curriculum including:  White Rose Maths  Read Write Inc Phonics  I’m a Clever Writer writing scheme  Training, high quality texts, subscriptions, CPD and resources will be invested in to enable the implementation of the new curriculum  (I am a clever writer CPD & resources, RWI subscription & )  £21002 | A balanced curriculum with small steps of progress supported by CPD for staff has been shown to allow children to progress. | 1,2,3,4 |
| CPD for teachers planned and delivered regularly throughout the year.  £10000 | 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.  £200 | 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 |
| Train a Speech and Language Assistant with priority access for PP children.  £8406 | 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: £ *48,341*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use PP funding to pay for HLTA to cover class teachers  HLTA covers to allow Class Teachers to work with individuals and small groups of disadvantaged on core area of learning, offering 1:1 feedback to ensure rapid progress is made.  £39611 | 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  £5130 | 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 |
| Educational Psychologist (6 times a year)  £3600 | 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 |

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

Budgeted cost: £36,411

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest Learning  (Cost of Mr Seaman) | 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 |
| £10548 |
| Family prizes for attendance  £450 | Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes (EEF, Attendance interventions rapid evidence assessment) | 4,1 |
| WPA – provide an EWO in addition to Surrey £3000.00 | School attendance figures for disadvantaged learners show that they are lower than those of non-disadvantaged learners.  DFE research indicates that there is a clear link between poor attendance and low academic achievement. | 4 |
| Priority spaces and access to funding if needed for external clubs e.g. Taekwondo  £500 | 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  £500 | 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.  £10493 | 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  £1500 | 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.  £300 | 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.  £9120 | 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 |

**Total budgeted cost: £** *124,360*

# 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 2022 to 2023 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’s ability to deliver well planned and effective lessons and interventions has had a positive impact. This continues to be a priority to ensure that highly adaptive teaching is consistent.  We provided ELSA support throughout the academic year, although this was limited by staff availability. PP children have priority access to this however due to a change in staffing, EHCP children became prioritised. Further funding will be allocated to ensure we have enough scope this year to also prioritise PP children.  Maths interventions, tuition and a focus on precision teaching have contributed to support provided for children with poor basic number concepts.  Whole school attendance this year was as follows: Autumn 91%, Spring 93% and Summer 92%. Attendance of PP children has been lower: Autumn 88%, Spring 88% and Summer 85%. SLT, our Attendance manager and Family Inclusion Worker are consistently working with families with poor attendance to improve this further and there will be an increased emphasis on attendance for 2023-24.  In EYFS, 73% of our children reached GLD this year, compared with 63% in 2022. STIP and EP support are being directed to target the needs of EYFS children in Autumn 1 of this year. Priority access will  Our Phonics score improved this year. 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 34% of our Special Needs Register having a primary need of communication and interaction so this will remain a focus for the coming academic year. |