

Burton Leonard Church of England (VC) Primary School

Pupil Premium Strategy Statement 2021/2022 to 2024/2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Burton Leonard Church of England (VC) Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	7% (National average = 16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body Amanda Townson Headteacher
Pupil premium lead	Amanda Townson Headteacher
Governor lead	Lucy Mullender Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,646
Recovery premium funding allocation this academic year	£4,323
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	£16,969

Part A: Pupil premium strategy plan

Statement of intent

Our core intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their individual starting points. Children will be able to identify their strengths, whilst developing positive productive learning behaviours to support them now and in the future.

Our pupil premium spending has been based on educational research and evidence of impact from previous years, to meet the needs of our children. We ensure that children are accurately assessed from their individual starting points and targeted intervention, support, challenge and a rich curriculum offer is provided to meet their needs.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We have a tiered approach to our pupil premium spending, with a high emphasis on professional development, training and support. High-quality teaching and learning is at the heart of our approach, with a strong focus on a well sequenced knowledge rich curriculum that develops a love of learning.

Our Pupil Premium Strategy is directly linked with our School Improvement Plan, which is monitored rigorously and reviewed regularly, to ensure that the additional funding further enhances and supports personal development, behaviour, attendance and welfare for all our pupils. Our strategy is also integral to wider school plans for education recovery, notably in its targeted academic support through the National Tutoring Programme for pupils whose education has been worst affected by the impact of the pandemic.

Our approach is to:

- ✚ ensure disadvantaged pupils are challenged in the work that they are set
- ✚ ensure the right support is given at the right time
- ✚ adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' social and emotional and academic outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate SEMH difficulties impact on learning and ability to focus in the classroom.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with understanding the content of reading than their peers. This negatively impacts their development as readers.
4	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with pupils and families have identified economic issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Assessments and observations indicate significantly improved ability to understand emotions, improved resilience and ability to • The right support at the right time for families <p>This is evident when triangulated with other sources of evidence, including attendance, engagement in lessons, book scrutiny and additional provision formative assessment.</p>
Improved phonics attainment among disadvantaged pupils.	Reading outcomes in 2024/25 are in line with or exceed national data and children are making at least expected progress from their individual starting points.
Improved reading comprehension for disadvantaged pupils at the end of KS1 and KS2.	KS1 and KS2 reading outcomes in 2024/25 are in line with or exceed national data and children are making at least expected progress from their individual starting points.
Improved maths attainment from starting points	KS1 and KS2 maths outcomes in 2024/25 are in line with or exceed national data and children are making at least expected progress from their individual starting points.

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: £12,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustained access to quality training for all staff to ensure whole school approach to well-being is sustained and assessments are interpreted and administered correctly.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 3, 4 and 5</p>
<p>Purchase of a validated DfE SSP to secure stronger phonics teaching for all pupils.</p> <p>Purchase of quality phonics texts and assessments</p> <p>Whole staff training in new Bug Club Phonics programme for consistency of high quality teaching and learning across school</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p>	<p>2</p>
<p>Enhancement of staff skills. Whole school staff training in teaching of development of pupils' language capabilities and the teaching of reading comprehension through modelling and supported practice.</p> <p>Funded Subject Leader release time to develop exper-</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	

<p>tise through support networks and for Subject Leader to provide on-going coaching to staff to improve the quality of teaching and learning.</p> <p>Purchase of quality resources in each year group.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Investment in consistency of approach through White Rose and NCETM.</p> <p>Funded work with TRG.</p> <p>Third Space Learning Maths 1:1 Tuition for targeted pupils.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3
<p>Improvement in the quality of enrichment opportunities for disadvantaged children.</p> <p>Access to music tuition</p> <p>School Clubs</p> <p>East Barnby residential experience</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	5

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

Budgeted cost: £4,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	2

who require further phonics support.	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3 and 4

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

Budgeted cost: **£12,646**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing whole staff training on well-being and pastoral support for children and their families so that children feel safe and happy in school. Member of staff named Parent Support Worker available at the school gates at drop-off and pick-up Targeted training for specific staff e.g. ASK Suicide Early Help Compass Phoenix Diocese of Leeds	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 and 5
Enrichment activities across whole school Eg Forest School, learning from specialist professionals	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2,3,4 and 5

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £16,969

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 2020 to 2021 academic year.

<p>Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than previous years in reading and maths.</p> <p>Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. Our teachers taught live lessons throughout the day and well-being calls were made to families each week to offer support. Learning resource packs were available for pick up each week. Disadvantaged families were encouraged to attend school.</p> <p>Although overall attendance in 2020/21 was lower than in the preceding years at, it was higher than the national average.</p> <p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.</p>

Externally provided programmes

Programme	Provider
National Tutoring Programme	Third Space Learning Maths 1:1 tuition

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Monitoring of service children's progress compared to other pupil groups to ensure no gaps Intervention and support based on need
What was the impact of that spending on service pupil premium eligible pupils?	Attendance above national Happy to come to school

Further information (optional)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none">• embedding more effective practice around feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.• utilising resources from Leeds Carnegie Centre of Excellence for Mental Health. The training we have selected will focus on the training needs identified through their diagnostic tools.• offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. <p>Planning, implementation, and evaluation</p> <p>In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had the degree of impact that we had expected.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and the staff team in order to identify the challenges faced by disadvantaged pupils. We also used read case studies from schools with high-performing disadvantaged pupils to learn from their approach.</p> <p>We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address</p>

challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.