

Burton Joyce Primary School Pupil Premium Strategy Statement

September 2021 - July 2022

School overview (as of September 2021)

Metric	Data
Burton Joyce Primary School	Primary School (4-11 yrs.)
Pupils in school	304
Proportion of disadvantaged pupils	15/304 5%
Pupil premium allocation this academic year	£19,800
Academic year or years covered by statement	Reviewed: September 2019 - July 2020
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mrs J. Cook
Pupil premium lead	Miss L. Hunter
Governor lead	Mr Wyn Williams

Review of last year 2020-2021

Disadvantaged pupil attainment and progress scores for last academic year (2020-2021) based on Year 6 DP on track for EXS+ in Summer 20/21 using 2019 KS2 DfE SATs paper).

#Note: as can be seen from the School Overview above we are a small school with low numbers of Disadvantaged Pupils. We are also based in a close-knit community where people know each other well and know most other people in the school community. Additionally, we recognise that in order to provide confidentiality the Department for Education (DfE) suppress any public data for schools where the cohort/group size is less than 6 pupils. With these elements in mind, we have not published (in this public version of our strategy) any pupil outcome data within this document because all of our cohorts have less than 6 disadvantaged pupils. A version of this document that contains analysis of the performance of all disadvantaged pupils is held within school and is also provided to both Equals Trust and our School's Governing Body. This is used by us to evaluate the impact of Pupil Premium funding spend in our school.

Due to Covid-19 and schools closing on the 5th January 2021, the data analysed has not been taken from end of year SATs results due to them not being taken. Therefore, the data is taken from Otrack based on SATs tests taken in the summer term, after a period of children being absent from school and being taught remotely. These SATs tests were taken under test conditions and marked against the DfE criteria using scaled scores for Reading and Maths. Writing results were based on teacher assessments and were moderated to ensure judgements were accurate.

The data shows that DP on track to achieve the expected standard at KS1 continued to make expected progress and achieved the expected standard or above at year 6.

Due to the very small numbers of disadvantaged children in each year group, each disadvantaged child represents a high percentage number and therefore comparisons with non pp are not purposeful.

There are no significant patterns or trends present regarding the overview of pupil performance and the overview of performance is pupil specific and children are tracked on an individual basis.

Disadvantaged pupil absence rates (2020-2021)

(2019/2020 academic year → September up until lockdown (05/01/21)).

- Overall absence of **all pupils** = 1.78%
- Overall absence of **disadvantaged pupils** = 3.14% (national for all pupils 3.8% and well below national for disadvantaged pupils 7.4%).
- Persistent absence of disadvantaged pupils = 0% (national for all pupils 9.6% and below disadvantaged national 23.1%)

This shows we do not currently have an issue with absence rates of disadvantaged children. This will continue to be monitored.

Priorities from last academic year (2020-2021)

Aim	Target	Target date	Links to Strategy Aims
To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in reading.	Percentage derived on individual progress due to small numbers of disadvantaged pupils.	Sep 2021	Strategy Aim 1 and 2
To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in maths.	Percentage derived on individual progress due to small numbers of disadvantaged pupils.	Sep 2021	Strategy Aim 1 and 2
To raise attainment of PP children reaching expected standard in writing by the end of key stage.	To narrow the gap between current attainment and expected standard. All pupils to move a band within cohort tracking grid.	Sep 2021	Strategy Aim 1 and 2
To continue to remove barriers to learning	More disadvantaged pupils are engaged with all areas of the curriculum and make greater use of extra-curricular activities.	Sep 2021	Strategy Aim 3

Targeted academic support for last academic year (2020-2021)

Measure	Activity
Raise attainment at Higher Standard in maths using mastery approach	<ul style="list-style-type: none"> Maths lead to work with Maths Hub and embed teaching for mastery approach across all year groups. To track progress of higher achieving disadvantaged pupils in Year 6 maths groups and booster groups.
Raise attainment of PP children reaching expected standard in writing	<ul style="list-style-type: none"> To continue to develop writing in line with whole school curriculum development and promote rich, meaningful writing across the curriculum. Use of knowledge organisers and a specific focus on topic-related vocabulary. To continue small group provision for disadvantaged pupils and pupils nearing expected standard in focus teaching groups in English by specialist teachers.
To further raise attainment of PP children reaching expected standard in reading	<ul style="list-style-type: none"> Whole school, research-based approach to increase vocabulary range and comprehension (UNITs).

	<ul style="list-style-type: none"> • Small group, targeted TA-led interventions using UNITS reading strategies in all year groups • English lead to support progression of reading for meaning skills throughout school • Focus on high quality, curriculum-linked texts as researched in curriculum areas
Projected Spending	£15,800

Wider strategies from last academic year (2020-2021)

Measure	Activity
To further improve wellbeing of disadvantaged pupils	To continue to provide support and access to key services including: Think Children, ELSA, Lego Therapy etc.
To improve access to wider extra-activities activities	To enable access to wider curriculum including topic-related trips and extra-curricular clubs through deprivation fund.
To improve wider whole school support for families	To provide parenting support and access to key services, including mental health, through contact with SENCo (CA)
Projected Spending	£4,000