

# Pupil premium strategy statement

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 Joyce Primary School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	13/300 4.3% (funding for 10 children from October 2020 census)
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Jenny Cook Head Teacher
Pupil premium lead	Miss Lorna Hunter PP Lead
Governor / Trustee lead	Mr Wyn Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,900

# Part A: Pupil premium strategy plan

## Statement of intent

At Burton Joyce Primary School, we strongly believe that the highest possible standards can only be achieved by having the highest expectations for all pupils, irrespective of background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to make progress in line with their peers and ensure their attainment, in all subject areas, is no different to that of non-disadvantaged pupils.

The 'Pupil Premium', along with all forms of school funding are carefully managed to enable us to offer personalised support for children in a variety of ways. High quality teaching and learning is at the heart of our approach, with a focus on areas identified as requiring the most support.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the 'National Tutoring Programme' for pupils whose education has been worst affected through the Covid-19 pandemic, including non-disadvantaged pupils.

Our approach is to provide disadvantaged pupils with the opportunities and encouragement to take up a wide range of enrichment activities to enable them to develop cultural capital, life experiences and social skills that are no different to those of other pupils. Our aim is that their attendance is in line with that of non-disadvantaged pupils and pupils nationally.

The approaches we have selected, aim to support our DP, other vulnerable pupils and pupils who currently have or have previously had a social worker, to make expected progress in line with their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Limited language and vocabulary for disadvantaged pupils (DP) (both including experiences of the world and with books) compared to non-DP. This has been further exacerbated by the lack of social interaction during the covid pandemic. This is evident through assessments, observations and discussions with pupils.

2	Through assessments, observations and discussions with pupils it is evident that DP generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Many children's writing attainment has been adversely affected by school closures for most pupils. This is particularly true of disadvantaged pupils (particularly LKS2 pupils, whom many missed huge periods of teaching in KS1). This is evident through independent writing tasks and teacher judgements.
4	Limited early maths experiences affect attainment in KS1 and later their progress in KS2. This is evident through internal assessments, which indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged.  This has resulted in significant knowledge gaps (exasperated by school closures) leading to pupils falling further behind age related expectations.
5	Through observations and discussions with pupils it is evident that some DP have limited social interaction and opportunities to join in with extra-curricular and enrichment activities (further exacerbated by Covid).
6	Our assessment data and discussion with pupils suggests that children, in particular DP, have difficulty retaining and remembering taught knowledge and skills away from the point of teaching.

## 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
Children make at least expected progress in <b>writing</b> . Increased number achieving ARE and HS at end of key stages.	<p>The gap will close between PP and non-PP children in writing.</p> <p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>Children will use their phonics knowledge from FS/KS1 to support with writing.</p>
Children make at least expected progress in <b>reading/phonics</b> . Increased number achieving ARE and HS at end of key stages	<p>The gap will close between PP and non-PP children in reading.</p> <p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p>

	<p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>PP children will pass the phonics screening test in KS1.</p> <p>Children will use their phonics knowledge from FS/KS1 to support with writing.</p>
<p>Children make at least expected progress in <b>maths</b>. Increased number achieving ARE and HS at end of key stages</p>	<p>The gap will close between PP and non-PP children in maths.</p> <p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>
<p>PP will develop social skills and be given the same extra- curricular opportunities as their non-PP peers.</p>	<p>DPs will attend after-school clubs, residentials, enrichment and well-being activities to further develop their social interaction and life skills.</p>
<p>The knowledge gap will close between PP and other children across foundation subjects.</p>	<p>Across the school, children will revisit previous learning through a variety of daily spaced retrieval activities and this taught knowledge will go into their long-term memory.</p> <p>End of term/ unit assessments is in line with that of non-DP.</p>

## 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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff trained in 'Read Write Inc' phonics approach.</p>	<p>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.  <a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with the DfE and EEF guidance.            CPD from the Maths Hub</p>	<p>The DfE non-statutory guidance has been produced to help schools make effective use of the NC to develop primary pupils' mastery of mathematics.  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611222/nc-maths-guidance-key-stages-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>EEF guidance is based on a range of evidence (for KS2)  <a href="https://www.educationendowmentfoundation.org.uk/EEF-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Improve the quality of social and emotional learning.</p> <p>Develop a new wellbeing timetable to spread throughout the academic year, enabling children to develop strategies to take care of themselves. Develop the role of a wellbeing lead.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life- ensuring our primary children are 'secondary ready' (e.g. improved academic performance, attitudes to learning, behaviour and relationships with peers).  <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

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

Budgeted cost: £ 3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide 1:1 and small group tuition for those children whose education has been most affected by the pandemic. A significant number of children receiving the tuition will be DP, including those who are high attainers.	Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eeef/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eeef/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Additional phonics interventions targeted at DP who require further phonics support.	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. <a href="https://educationendowmentfoundation.org.uk/phonics-eeef/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support targeted interventions to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5

<p>Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities. Children actively encouraged to participate.</p>	<p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sport participation and outdoor adventure increases engagement, attainment and self-confidence.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
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**Total budgeted cost: £ 14,900**

## Part B: Review of outcomes in the previous academic year (2021-2022)

### Pupil premium strategy outcomes

Due to Covid-19 and schools closing on the 5<sup>th</sup> 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.

*An evaluation against each target has been added and colour coded to identify performance against the target. It must be remembered that the targets were set at the start of the academic year pre any periods of bubble closures, national lockdown/ remote learning and further bubble closures.*

### 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.	<p>Percentage derived on individual progress due to small numbers of disadvantaged pupils.</p> <p>During the autumn and summer term good progress was made. Children were reading and understanding texts at an in-depth level.</p> <p>During the spring term, limited progress was made due to lack of challenge during school closures.</p>	Sep 2021	Strategy Aim 1 and 2
To raise attainment for all disadvantaged pupils including the percentage achieving the Higher Standard in maths.	<p>Percentage derived on individual progress due to small numbers of disadvantaged pupils.</p> <p>During lockdown, children accessed White Rose Maths during home learning, and this worked well but children challenge was limited therefore progress for HS was limited.</p>	Sep 2021	Strategy Aim 1 and 2

	Since returning to school, we have adopted a new maths approach, and this has had significant impact. This will continue into the summer term.		
To raise attainment of PP children reaching expected standard in writing by the end of key stage.	<p>To narrow the gap between current attainment and expected standard. All pupils to move a band within cohort tracking grid.</p> <p>During the autumn and summer term, reading and vocabulary progress was good and in line with expected standard. Our UNITs sessions impacted this significantly.</p> <p>During the spring term, this was limited due to children not having access to banded reading books and daily UNITs sessions.</p>	Sep 2021	Strategy Aim 1 and 2
To continue to remove barriers to learning	<p>More disadvantaged pupils are engaged with all areas of the curriculum and make greater use of extra-curricular activities (autumn term).</p> <p>Due to Covid, there was no access to extra-curricular activities during the spring term and this was also limited during the summer term with social distancing in place. This will continue into the next academic year.</p>	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"> <li>• Maths lead to work with Maths Hub and embed teaching for mastery approach across all year groups.</li> <li>• To track progress of higher achieving disadvantaged pupils in Year 6 maths groups and booster groups (booster groups took place as part of catch-up programme but not in the same capacity as previous years.)</li> </ul>
Raise attainment of PP children reaching expected standard in writing	<ul style="list-style-type: none"> <li>• To continue to develop writing in line with whole school curriculum development and promote rich, meaningful writing across the curriculum (good progress in autumn and summer term). (Limited progress during spring term due to school closures).</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of knowledge organisers and a specific focus on topic-related vocabulary.</li> <li>• To continue small group provision for disadvantaged pupils and pupils nearing expected standard in focus teaching groups in English by specialist teachers.</li> </ul>
To further raise attainment of PP children reaching expected standard in reading	<ul style="list-style-type: none"> <li>• Whole school, research-based approach to increase vocabulary range and comprehension (UNITs).</li> <li>• Small group, targeted TA-led interventions using UNITs reading strategies in all year groups</li> <li>• English lead to support progression of reading for meaning skills throughout school. New English team for Sept 2022. Focus for next academic year.</li> <li>• Focus on high quality, curriculum-linked texts as researched in curriculum areas. High quality texts being used across the curriculum and as whole class stories at the end of each day.</li> </ul>
Projected Spending	£15,800

### Wider strategies from last academic year (2020-2021)

Measure	Activity
To further improve wellbeing of disadvantaged pupils	<p>To continue to provide support and access to key services including: Think Children, ELSA, Lego Therapy etc. Autumn and summer term.</p> <p>Not used during spring term.</p>
To improve access to wider extra-activities activities	<p>To enable access to wider curriculum including topic-related trips and extra-curricular clubs through deprivation fund.</p> <p>More disadvantaged pupils are engaged with all areas of the curriculum and make greater use of extra-curricular activities (autumn term).</p> <p>Due to Covid, there was no access to extra-curricular activities during the spring term and this was also limited during the summer term with social distancing in place. This will continue into the next academic year.</p>
To improve wider whole school support for families	<p>To provide parenting support and access to key services, including mental health, through contact with SENCo (CA). This continued during lockdown,</p>

	where phone calls and support was offered to our vulnerable families.
Projected Spending	£4,000

## 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

Programme	Provider
/	/

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**

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