

# Pupil premium strategy statement 2022-2023 BJPS

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 (2021-22) of pupil premium had within our school.

## School overview

Detail	Data
School name	Burton Joyce Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	18/304 6% (Funding for 11 children from October 2021 census)
Academic year that our current pupil premium strategy plan covers (3-year plan)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Jenny Cook Head Teacher
Pupil premium lead	Mrs Lorna Guerbaouy PP Lead
Governor / Trustee lead	Mr Wyn Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235 (based on 11 children at census)
Recovery premium funding allocation this academic year	£1595
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	£16,830

# 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
All staff trained in 'Read Write Inc' phonics approach.	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>	1, 2, 3
Enhancement of our maths teaching and curriculum planning in line with the DfE and EEF guidance. CPD from the Maths Hub	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/61111/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a>  EEF guidance is based on a range of evidence (for KS2) <a href="https://www.educationendowmentfoundation.org.uk/EEF-social-and-emotional-learning">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>	4
Improve the quality of social and emotional learning.  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.	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">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	5

## 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/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">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/">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/">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 (2021-2022)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*As of July 2022:*

#### ***Teaching and Learning:***

Read, Write Inc is now up and running across FS and KS1 and staff have been trained in delivering the sessions. This has had an impact on the development of early reading skills. Our phonics screening assessments show that 96% of children passed. All of our Pupil Premium funded children met the phonics screener.

Our 2021-2022 SATs results show that 100% of Pupil Premium children met the expected standard or above in Reading, Writing, Maths and Grammar (above national average). This is also true of the number of children meeting the higher standard in reading (40%) and writing (40%).

For years 1-6 our internal assessment (using national benchmark materials) in the summer term of 2022, shows that all Pupil Premium children have at least held their prior attainment judgement. This internal assessment data shows that 80% of disadvantaged pupils met the expected standard (or higher) in reading, 70% in writing and 80% maths.

#### ***Targeted Academic Support:***

As a school, we engaged in the National Tutoring Programme from November 2021-March 2022. This enabled 6 children (60% of PP/Disadvantaged pupils) to gain an additional hour of small group tuition, once a week for 15 weeks. The focus of this tuition was gaps/ barriers identified by class teachers. The impact of this tutoring is evidenced above.

Additional phonics interventions were carried out for FS/ KS1 disadvantaged/ vulnerable groups in addition to daily phonics lessons.

#### ***Wider Strategies:***

ELSA has continued this academic year and has been needed more than ever before, following the pandemic. The SENDCO and HLTA have worked together to prioritise children in need of additional support/ intervention relating to social and emotional wellbeing.

Families have been supported for school trips and towards the cost of year KS2 residential.

## 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

