

Pupil premium strategy statement 2023-2024 BJPS

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 (2022-2023) of pupil premium had within our school.

School overview

Detail	Data
School name	Burton Joyce Primary School
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	18/301 (5.98%) (Funding for 19 children from October 2022 census).
Academic year that our current pupil premium strategy plan covers (3-year plan)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Jenny Cook Executive 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	£27,645 (based on 19 children at census)
Recovery premium funding allocation this academic year	£2,755
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	£30,400

Part A: Pupil premium strategy plan

Statement of intent

Overarching aims: 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.

Quality First Teaching: Quality First Teaching for all pupils is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This includes developing a positive learning culture, establishing strong 'Habits of discussion', 'Habits of attention' and 'No opt-out' strategies.

Targeted Academic Support: Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure disadvantaged pupils are challenged in the work that they are set, act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Wider strategies: 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 all 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	Attainment/ Progress (maths): Limited early maths experiences affect attainment in FS/KS1 and later their progress in KS2. This is evident through internal assessments, which indicate that maths attainment among DP is below that of non-disadvantaged. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.
2	Attainment/ Progress (phonics/reading/writing): 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 and writers, as they progress through school.
3	Knowledge/ life experiences: Our assessment data and discussion with pupils (through pupil voice) suggests that children, in particular DP, have difficulty retaining and remembering taught knowledge and skills away from the point of teaching. This can be further impacted by limited life experiences.
4	Attendance: Attendance records show that the attendance of DP pupils (91.98%) is lower than that of non-DP (95.45%) and below the national average (95%). This reduces their school hours, resulting in impacts on their attainment, progress, and social interaction.
5	Extra-curricular/ Enrichment: Through observations and discussions with pupils it is evident that some DP have limited social interaction and opportunities (often relating to cost) to join in with extra-curricular and enrichment activities.

Intended outcomes

This explains the outcomes we are aiming for **in 2024 (at 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 typical progress in writing . Some pupils make better than typical progress in writing. Increased number achieving ARE and HS at end of key stages.	Across all year groups, the number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil. 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.
Children make at least typical progress in reading/phonics . Some pupils make better than typical progress in reading.	Across all year groups, the number of pupils attaining EXS+ and HS is greater

<p>Increased number achieving ARE and HS at end of key stages</p>	<p>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>The vast majority of PP pupils will pass the phonics screener at the end of year 1.</p> <p>All PP children will pass the phonics screening test by the end of year 2.</p> <p>Children will use their phonics knowledge from FS/KS1 to support with writing.</p>
<p>Children make at least typical progress in maths. Some pupils make better than typical progress in maths. Increased number achieving ARE and HS at end of key stages</p>	<p>Across all year groups, 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>Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children.</p>	<p>DP will attend an extra-curricular activity and/or music tuition.</p> <p>DP will have access to the same curriculum enrichment activities as their peers.</p>
<p>The knowledge gap will close between PP and other children across foundation subjects.</p>	<p>Across the school, pupils 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>When the wide range of subject leader pupil interviews and lesson visits are taking place, DP pupils will always be involved. During these, DP pupils will have the same knowledge recall and understanding as non-DP pupils.</p>
<p>DP attendance will improve and be in line with non-DP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for the pupil premium to 10% or below.</p> <p>Overall attendance among pupils eligible for PP improves to 95% in line with 'non-PP' pupils.</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: £ 14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Read Write Inc' phonics approach embedded and consistent across FS/KS1 (New members of staff to KS1)</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. Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
<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. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>EEF guidance is based on a range of evidence (for KS2) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1
<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). EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £ 7,500

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. Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
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 disadvantages background. Phonics EEF (educationendowmentfoundation.org.uk)	2
Small group/ 1:1 Tuition to close gaps in reading, writing and maths. Small focused groups during foundation subjects.	Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support targeted interventions	Social and emotional learning (SEL) interventions seek to improve pupils'	5

<p>to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children.</p>	<p>decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<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>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

Total budgeted cost: £ 30,400

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes (2022-2023)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Desired outcome	Review
Children make at least typical progress in writing . Some pupils make better than typical progress in writing. Increased number achieving ARE at end of key stages.	<p>Good progress has been made towards this outcome.</p> <ul style="list-style-type: none"> • <i>Data shows that, in KS1, the number of DP achieving the EXS, in writing, was in line with the previous key stage (FS).</i> • <i>Data shows that, in KS2, the number of DP achieving the EXS and HS, in writing, was higher than the previous key stage result.</i> • <i>Book looks and across school/ Trust writing moderation supports the above data.</i> <p><i>22-23 KS2 progress score for DP was -4.9.</i></p>
Children make at least typical progress in reading/phonics . Some pupils make better than typical progress in reading. Increased number achieving ARE and HS at end of key stages.	<p>Good progress has been made towards this outcome.</p> <ul style="list-style-type: none"> • <i>Data shows that, in KS1, the number of DP achieving the EXS, in reading, was in line with the previous key stage (FS).</i> • <i>Data shows that, in KS2, the number of DP achieving both EXS and HS in reading was higher than the previous key stage result).</i> • <i>Learning walks/ lesson visits show that RWI is embedded and consistent across FS and KS1.</i> • <i>Lesson visits by phonics lead evidence that opportunities for writing and applying learnt phonics is embedded into daily phonics sessions.</i> • <i>FFT reading fluency intervention demonstrates good progress in reading fluency from baseline to end of year.</i> • <i>Book looks/ lesson visits evidence that a number of pupils (particularly KS1) are using their phonic knowledge in the writing.</i> • <i>At the end of year one 50% passed the phonics screener. However due to the investment of a new phonics scheme (RWI) and additional intervention steady progress has been made.</i> <p><i>22-23 KS2 progress score is -5.3.</i></p>
Children make at least typical progress in maths . Some pupils make better than typical progress in	<p>Good progress has been made towards this outcome.</p>

<p>maths. Increased number achieving ARE and HS at end of key stages.</p>	<ul style="list-style-type: none"> • <i>Data shows that, in KS1, the number of DP achieving the EXS, in maths, was in line with the previous key stage (FS).</i> • <i>Data shows that, in KS2, the number of DP achieving the EXS and HS, in maths, was higher than the previous key stage result.</i> • <i>Whole school staff INSET Day CPD, and subsequent staff meetings on new maths approach to ensure quality first teaching for all pupils.</i> • <i>Maths learning walks/ lesson visits evidence that there is a consistent approach in the 'I do, we do, you do' model that has been adopted across school. This gives all pupils the opportunity to practise taught mathematical concepts before moving on to apply them.</i> <p><i>22-23 KS2 progress score for DP was 2.7.</i></p>
<p>Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children.</p>	<p>Good progress has been made towards this outcome:</p> <ul style="list-style-type: none"> • <i>DP pupils have all been offered funded access to an after-school club, music tuition and support with education visits through our standard offer. The intake on this has increased since the previous year.</i> • <i>There are still some disadvantaged families, who haven't taken up the offer. The system used to monitor this and identify families' areas of need will be adapted for next year (2023-2024).</i> • <i>Support towards funding for school visits and Year 5/6 residential have continued to be offered through our standard offer.</i>
<p>The knowledge gap will close between PP and other children across foundation subjects.</p>	<p>Good progress has been made towards this outcome:</p> <ul style="list-style-type: none"> • <i>Daily spaced retrieval activities time-tabled across all year groups).</i> • <i>Learning walks/ lesson visits carried out by SLT, have shown that the agreed timetable is being adopted and DP pupils are able to recall prior knowledge.</i> • <i>Subject leader's pupil voice includes DP.</i> • <i>Subject leaders to focus on whether DP pupils have the same knowledge as their non-disadvantaged peers (for the academic year 23-24)</i>

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
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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

