

# Pupil premium strategy statement 2024-2025 BJPS

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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 (2023-2024) of pupil premium had within our school.

## School overview

Detail	Data
School name	Burton Joyce Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	<b>18/312 (5.8%)</b> (Funding for 18 children from October 2023 census).
Academic year that our current pupil premium strategy plan covers (3-year plan)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£26,640 (based on 18 children at census)
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	£26,640

# 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	<b>Attainment/ Progress (maths):</b> 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	<b>Attainment/ Progress (phonics/reading/writing):</b> 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	<b>Knowledge/ life experiences:</b> 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	<b>Attendance:</b> 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	<b>Extra-curricular/ Enrichment:</b> 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 2025 (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 <b>writing</b> . 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 <b>reading/phonics</b> . 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 <b>maths</b>. 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: £ 13,240

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. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></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. <a href="#">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="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></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). <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: £ 6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p>Additional phonics interventions targeted at DP who require further phonics support.</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 disadvantages background.</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics-eef">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p>Small group/ 1:1 Tuition to close gaps in reading, writing and maths.</p> <p>Small focused groups during foundation subjects.</p>	<p>Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: £7,200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Use of ELSA to support targeted interventions to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children.</p>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</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><a href="https://www.educationendowmentfoundation.org.uk/physical-activity-eeef">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

**Total budgeted cost: £ 26,640**

## Part B: Review of outcomes in the previous academic year (2023-2024)

### Pupil premium strategy outcomes (2023-2024)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Desired outcome	Review
<p>Children make at least typical progress in <b>writing</b>. Some pupils make better than typical progress in writing. Increased number achieving ARE at end of key stages.</p>	<p><b>Good progress has been made towards this outcome.</b></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> <ul style="list-style-type: none"> <li><i>Data shows that, at the end of KS1, the number of DP achieving the EXS, in writing, was in line with the previous key stage (FS).</i></li> <li><i>Data shows that, in KS2, the number of DP achieving the EXS, in writing, was broadly in line with the previous key stage result.</i></li> </ul> <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> <ul style="list-style-type: none"> <li><i>End of KS2 data shows that 100% of pupils achieved the EXS, or above, in writing. This end of KS2 data is significantly above the national average for both DP and all children (72%).</i></li> <li><i>Book looks and across school/ Trust writing moderation supports the above data.</i></li> </ul> <p><i>No progress for KS2, as pupils didn't sit KS1 SATs due to Covid.</i></p>
<p>Children make at least typical progress in <b>reading/phonics</b>. Some pupils make better than typical progress in reading. Increased number achieving ARE and HS at end of key stages.</p>	<p><b>Good progress has been made towards this outcome.</b></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> <ul style="list-style-type: none"> <li><i>Data shows that, in KS1, the number of DP achieving the HS, in reading, was above the previous key stage (FS).</i></li> <li><i>Data shows that, in KS2, the number of DP achieving both EXS and HS in reading was in line with the previous key stage result).</i></li> <li><i>End of KS2 data shows that 100% of pupils achieved the EXS or above in reading. This was an uplift on the</i></li> </ul>



	<p><i>previous key stage (1). This is significantly above the national average for DP and all pupils (74%).</i></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> <ul style="list-style-type: none"> <li>• <i>Learning walks/ lesson visits show that RWI is embedded and consistent across FS and KS1.</i></li> <li>• <i>Lesson visits by phonics lead evidence that opportunities for writing and applying learnt phonics is embedded into daily phonics sessions.</i></li> <li>• <i>Book looks/ lesson visits evidence that a number of pupils (particularly KS1) are using their phonic knowledge in the writing.</i></li> <li>• <i>At the end of year one, 100% of DP's who sat the phonics screening test passed.</i></li> </ul> <p><i>No progress for KS2, as pupils didn't sit KS1 SATs due to Covid.</i></p>
<p>Children make at least typical progress in <b>maths</b>. Some pupils make better than typical progress in maths. Increased number achieving ARE and HS at end of key stages.</p>	<p><b>Good progress has been made towards this outcome.</b></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> <ul style="list-style-type: none"> <li>• <i>Data shows that, in KS1, the number of DP achieving the EXS, in maths, was broadly in line with the previous key stage (FS).</i></li> <li>• <i>Data shows that, in KS2, the number of DP achieving the EXS, in maths, was broadly in line with the previous key stage result. End of KS2 data shows that 67% achieved the HS, in maths, which is slightly below the national average for both DP and all pupils (73%).</i></li> <li>• <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></li> </ul> <p><i>No progress for KS2, as pupils didn't sit KS1 SATs due to Covid.</i></p>
<p>Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as</p>	<p><b>Good progress has been made towards this outcome:</b></p> <p>DP will attend an extra-curricular activity and/or music tuition.</p>

<p>Non-Pupil Premium children.</p>	<ul style="list-style-type: none"> <li>• <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></li> <li>• <i>There are still some disadvantaged families, who haven't taken up the offer. In the academic year 2024-2025, the standard offer will be sent to families prior to breaking up for summer and will be monitored termly, with a particular focus on families who didn't take up the offer in the year 2023-2024.</i></li> </ul> <p>DP will have access to the same curriculum enrichment activities as their peers.</p> <ul style="list-style-type: none"> <li>• <i>Support towards funding for school visits and Year 5/6 residential have continued to be offered through our standard offer, the uptake on this, this year has increased.</i></li> </ul>
<p>The knowledge gap will close between PP and other children across foundation subjects.</p>	<p><b>Good progress has been made towards this outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Daily spaced retrieval activities time-tabled across all year groups).</i></li> <li>• <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></li> <li>• <i>Subject leader's pupil voice and lesson visits includes a focus on DP's.</i></li> </ul>
<p>DP attendance will improve and be in line with non-DP.</p>	<p><b>Some progress has been made towards this outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>DP overall attendance for the academic year (2023-24) is an increase on the previous year. There is still a gap between DP and Non-DP attendance for the academic year 2023-24 therefore there is still some area for development.</i></li> <li>• <i>Persistent absences are down on the previous year. There is an improvement in attendance from the previous academic year for some of these pupils. Further monitoring/ support to be given.</i></li> </ul>

## 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

