

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	Burbage Junior School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	13th December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karen Allen, Executive Headteacher
Pupil premium lead	Flo Natrass and Priya Popat (caretaking whilst PP lead is on maternity leave)
Governor / Trustee lead	Sue Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52 420
Recovery premium funding allocation this academic year	£5656
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24 967
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	£83 043

Part A: Pupil premium strategy plan

Statement of intent

We are striving to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in reading and maths. This includes those children who are already high attainers. Regardless of the children's circumstances in and outside of school, their needs will be supported as outlined below.

Quality First Teaching is at the heart of our provision and reflects the areas of highest need. This will benefit the non-disadvantaged pupils in our school as well as closing the disadvantaged attainment gap in the most impactful way as well as closing the gap brought about and/or exacerbated during the pandemic.

Our approach will be adaptive to common challenges as reported in pupil progress meetings and individual pupil profiles as well as individual needs that are highlighted in a range of formative, summative and diagnostic assessments.

To ensure they are effective we intend to:

- Nurture pupils with SEMH needs to ensure high attendance and appropriate behaviour which will have a positive impact on their readiness to learn
- Regularly monitor summative assessments and discussions in pupil progress meetings with the intention to identify the need for early intervention
- Maintain high expectations for disadvantaged pupils through the implementation of Quality First Teaching

Challenges

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

Challenge number	Detail of challenge
1	Reaching national standard or above in combined data for Reading and Maths
2	An enjoyment in reading for pleasure and limited vocabulary in pupil premium children
3	Higher attaining pupils achieving above the national standard (greater depth)
4	Disadvantaged pupils falling behind age-related expectations in Maths

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
To ensure that staff know how to improve the teaching of pupils from disadvantaged backgrounds.	<p>Teachers and TAs are aware of who is eligible for pupil premium within their classroom.</p> <p>Pupil profiles set up for each child and reviewed termly by teachers (including teachers undertaking pupil voice discussions)</p> <p>Intervention taking place outside of class is targeted (pre-teach or consolidation) and links between intervention and classwork are made explicit.</p>
To develop an enjoyment for reading and to reach the national standard or above in reading.	<p>Children are making progress in teacher assessments. The gap is closing. (Headstart, NGRT, Reading Fluency assessments)</p> <p>Children's enjoyment for reading is shown through a pupil survey.</p>
To improve Maths attainment for disadvantaged children.	<p>Children are in class during maths lessons and are accessing quality first teaching. They are introduced to the same concepts as the whole class.</p> <p>Vocabulary will be strengthened and embedded (NPQ research project being undertaken)</p> <p>Children are making progress in teacher assessments. The gap is closing.</p>
To support children's social and emotional needs that are impacting their readiness to learn and peer relationships.	<p>Children identified at pupil progress meetings or when staff feel appropriate.</p> <p>KM / DD are contacted, and support is put in place. This is recorded on the one page pupil profiles. Children feel safer and more comfortable in class and socialise more appropriately.</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: £13 944.64 (£2040 TLR for maternity; £1600 for supply cover for NPQ; £800 for lead and secondary teacher supply cover to collaborate; £2400 for curriculum cover; £1200 for CPD cover; £3031.64 for additional Maths teacher; £2873 for TLR2 caretaking)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NCETM Teaching for Mastery Workgroups (2 lead teachers and 2 secondary teachers)	‘Supports all pupils to achieve deep understanding and competence in the relevant topic.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 3, 4
TLR2 for Pupil Premium lead.	Ensures good leadership to enable effective use of the grant.	1 - 5
TLR2 for Pupil Premium caretakers (split)	Ensures good leadership to enable effective use of the grant.	1 - 5
Additional teacher for Maths in Year 4 and Year 6 (3 x a week)	Smaller class sizes impact upon learning when the reduced numbers allow teachers to teach differently e.g. higher quality interactions and quantity of feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 4
2 members of staff completing NPQs linked to reading and Maths - release time to allow them to undertake research and disseminate amongst staff	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 4
Release time and course costs for staff to undertake relevant CPD	Staff undertake CPD and disseminate to other members during Summer term.	1 - 5

linked to performance management targets	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	
Curriculum coordinators to have release time to support colleagues in developing teaching across a range of subjects. (2 x ½ day cover)	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	3

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

Budgeted cost: £54,172 (£46,815; £3000 for Lexia licenses; £4357.50 for 1 to 1 for spelling intervention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	The National Tutoring programme is promoted by the DfE. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
1:1 support	Although high cost, extremely high impact for attainment of children. Particularly important for very disparate gaps following school absence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 4
TA small group work	Teaching assistants can provide high impact intervention when deployed in a targeted manner. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 4

Revision guides for Year 6	Parents in the past have reported these enable them to support their children more confidently. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4
Lexia licenses for targeted children - individualised programme of intervention for reading and spelling	Research shows that 1 to 1 tuition and small group tuition are both effective interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
1 to 1 or small group intervention for reading and spelling	Research shows that 1 to 1 tuition and small group tuition are both effective interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2

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

Budgeted cost: £16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group or individual ELSA sessions taking place to support disadvantaged children with SEMH needs.	In previous years, this has had a large, positive impact on children's social and emotional readiness for learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Breakfast Club available for Pupil Premium children to ensure a settled start in the morning (fed) and encourages attendance at school.	This has improved attendance of this group and enabled a calm, punctual start to the day for these children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5

Music tuition provided for children upon request up to £100 a term.	EEF Teaching and Learning toolkit rates arts participation as having a 'moderate impact for very low cost based on moderate evidence' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Half price trips/experiences to provide extracurricular opportunities	Parents have reported this enables children to take part in more activities offered by the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Total budgeted cost: £84,917

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments (including within class and pupil progress meetings) throughout 2020-21 highlight that progress was slower for many children, including disadvantaged pupils, than in previous years, due to the pandemic.

Looking at a range of teacher assessments and standardised assessments (including NGRT, Vernon, Headstart and White Rose assessments) across all 4 year groups, it was evident that pupils from disadvantaged backgrounds made expected progress or exceeded this despite the disruptions of the academic year.

This can be put down to tutoring sessions after school, Lexia interventions both in school and out of school and provision for those children who needed to attend school during lockdown. Laptops were provided for those who needed them to access teaching. Work packs were created to ensure that the provision that they would have had at school was accessible at home. Weekly Teams check-ins and contact via Class Dojo enabled us to maintain contact and home visits were deployed where appropriate. ELSA staff made weekly phone calls and provided support where appropriate.

When school re-opened, we focused on continuing intervention groups in class bubbles with the support of additional teachers. Lexia was introduced and used to screen all children to identify gaps and tablets/laptops were used to ensure they could access it within the school day. Our trained ELSA had additional time to ensure all children requiring emotional support had the opportunity to do so.

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
Spelling Shed	EdShed
Lexia Core5	Lexia Learning Systems

Further information (optional)

The Pupil Premium lead is currently on maternity leave hence why only a 1 year strategy has been put into place. Upon her return, this will be reassessed and updated accordingly.