

## Pupil premium strategy statement

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

### School overview

Detail	Data
School name	Burbage Junior School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	1st December 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Zoe Driver Executive Headteacher
Pupil premium lead	Rebecca Beighton
Governor / Trustee lead	Rebecca Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,350
Recovery premium funding allocation this academic year	£ 6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,873
<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	£84,748

# 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, writing 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 also 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. The aim of the Quality First Teaching is to ensure teachers are able and skilled to teach metacognitive strategies to children so that whilst children are aware of their strengths and weaknesses, they are given different strategies to support their own needs. This is supported by the EEF's Metacognition and Self-Regulation Guidance Report (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>).

Our approach will be adaptive to common challenges as reported in pupil progress meetings and individual pupil provision maps 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
- Ensure tutoring and intervention groups build on what the children are learning in class.
- A contribution towards educational visits experiences inside and outside of school to develop pupil's cultural capital and to break The Matthew Effect and prevent those who 'begin disadvantaged from becoming more disadvantaged.'
- To develop the wider curriculum to ensure children are given fair and equal opportunities to access all areas of the curriculum again to ensure that the disadvantaged do not become more disadvantaged (The Matthew Effect).

## 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, writing 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 reading, writing and maths
5	Social and emotional needs impacting children's readiness to learn

## 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>Provision maps 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> <p>Registers are kept of intervention groups to track patterns of attendance.</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 using sentence stems.</p> <p>Mastery approach is being under taken in lessons with reasoning questions to stretch and embed children's learning.</p> <p>All staff have this as a target for their performance management.</p>

	Children are making progress in teacher assessments. The gap is closing.
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 provision maps. Children may be raised at the pastoral team meetings.</p> <p>Children feel safer and more comfortable in class and socialise more appropriately.</p> <p>Issues should not be arising in class and children are focused and engaged in their learning.</p> <p>Release time for the Mental Health lead to discuss different strategies to help support children's mental well-being and to train staff with appropriate strategies.</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: £8,355.44; (£2400 for release time and course costs for staff to develop the wider curriculum; £1200 for CPD cover; £3031.64 for additional Maths teacher; £1723.80 for TLR2)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR2 for Pupil Premium lead.	Ensures good leadership to enable effective use of the grant.	1 - 5
Additional teacher for Maths in Year 6 (3 x a week)	<p>Smaller class sizes impact upon learning when the reduced numbers allow teachers to teach differently e.g. higher quality interactions and quantity of feedback</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1, 4
Additional teacher for Maths in year 5 (5 x a week)	Following the White Rose scheme but targeted at the children's attainment level. This is boosting children's confidence in maths and allowing them to access the curriculum at their level.	1, 4

	<p>Smaller class sizes impact upon learning when the reduced numbers allow teachers to teach differently e.g. higher quality interactions and quantity of feedback</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	
Release time and course costs for staff to undertake relevant CPD linked to performance management targets	<p>Staff undertake CPD and disseminate to other members during Summer term.</p> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	1 - 5
Curriculum coordinators to have release time to support colleagues in developing teaching across a range of subjects. ( 3 x ½ day cover)	<p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	3

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

Budgeted cost: £50,482.50 (£6,525 RECOVERY FUNDING; £35,600 for TA small group work – including phonics intervention; £3000 for Lexia licenses; £4360 for tutoring – additional to recovery funding; £1,000 for challenging reading materials).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring RECOVERY FUNDING	<p>The National Tutoring programme is promoted by the DfE.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1
TA small group work	<p>Teaching assistants can provide high impact intervention when deployed in a targeted manner.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 4

	<p>TA's will carry out small group reading strategy intervention which follows the reading strategy they have been learning about in class. This has a high impact for a low cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
Phonics intervention	<p>Teaching assistants can provide high impact intervention when deployed in a targeted manner.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2, 4
Revision guides for Year 6	<p>Parents in the past have reported these enable them to support their children more confidently.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 4
Lexia licenses for targeted children - individualised programme of intervention for reading and spelling	<p>Research shows that 1 to 1 tuition and small group tuition are both effective interventions. There will also be a homework club twice weekly afterschool.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2
GDS reading resources.	<p>A GDS guided reading group following the reciprocal reading procedure to enable those meeting the standard to be pushed and challenged. This will also promote a love for reading.</p>	

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

Budgeted cost: £26,550. (£20,000 for ELSA and behaviour support; £2,400 for breakfast club; £1750 for music tuition; £1,800 for a contribution to educational visits.)

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.	<p>In previous years, this has had a large, positive impact on children's social and emotional readiness for learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5

<p>Breakfast Club available for Pupil Premium children to ensure a settled start in the morning and encourages attendance at school.</p>	<p>This has improved attendance of this group and enabled a calm, punctual start to the day for these children. This will be monitored by looking at the attendance register and children's individual provision maps where staff will report on children's attitude and readiness to start the day.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>5</p>
<p>Music tuition provided for children upon request up to £100 a term.</p>	<p>EEF Teaching and Learning toolkit rates arts participation as having a 'moderate impact for very low cost based on moderate evidence'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>5</p>
<p>A contribution to trips/experiences to provide extracurricular opportunities</p>	<p>Parents have reported this enables children to take part in more activities offered by the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>This is to create a cultural balance and to prevent the Matthew Effect and prevent our accumulating more experience whilst the disadvantaged has less experiences widening the gap in their cultural capital.</p>	<p>5</p>

## Total budgeted cost: £84,784

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

Our internal assessments (including within class and pupil progress meetings) throughout 2021-2022 highlight that progress was slower for disadvantaged pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the

pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

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 lower than the school's average progress. In year 5 (now year 6), the children made slow progress and their attainment was still below the school's average. Therefore, year 6 will receive more tutoring sessions and an additional teacher in maths to help close this gap.

In the LKS2, the reading progress measured using internal data was above the school average for disadvantaged pupils. This is a result of effective tutoring sessions after school and Lexia interventions both in school and out of school. The implementation of reading strategies intervention has had a positive impact and children are making progress. This intervention is going to continue. However, class teachers are going to submit plans so that the pupil premium lead and English co-ordinator can ensure that further interventions build on what has been taught in the lessons.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, therefore we have stopped using these interventions and only continued with those that are having a measurable impact. Throughout the school, pupils progress and attainment in writing is an area we want to focus on over the next three years. All staff have a performance management target based on making accelerated progress for all children in writing. The English co-ordinator has introduced ARMS and CUPS. This is an editing and revising approach to teach children the skills to edit and improve their own work. We are also going to attend writing moderation meetings with a cluster of local schools to further develop internal assessment of writing.

## 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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Spelling Shed	EdShed
Lexia Core5	Lexia Learning Systems

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- This year to help promote a love of reading, the English co-ordinator has established Reading Ambassadors. These children will review books, assist with organising book of the week in class and lead school assemblies to promote the books they have been reading.
- Training a mental health lead to help support and lead a pastoral team.
- To develop a school council with different sub-councils that will include well-being ambassadors
- To develop the playground to include playground zones and to introduce lunchtime clubs to help support children who struggle in non-structured time
- To develop a revising and editing approach to use across the school to improve progress in writing.