

## 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	364
Proportion (%) of pupil premium eligible pupils	13%
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	10 <sup>th</sup> October 2023
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	£73,385
Recovery premium funding allocation this academic year	£7 105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,430
<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	£80,490

# 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	Disadvantaged girls falling behind age related expectations in maths.
4	Disadvantaged boys falling behind age-related expectations in writing.
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>Work with the SENDCO to complete Edukey mapping that will be 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> <p>Each classroom has developed a reading corner that has been funded by the PTA.</p> <p>The school has a Top 100 books to read before they leave BJS and it is organised into year groups.</p> <p>Each pupil premium child can choose a book each term from the list to keep.</p> <p>Reluctant readers have been identified by staff and they are going to have check ins with different members of class to discuss the book they are reading.</p> <p>The school library is going to be open before and after school to encourage children to visit with their parents.</p>

<p>To improve Maths attainment for disadvantaged children.</p>	<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.  Vocabulary will be strengthened and embedded using sentence stems.  Mastery approach is being under taken in lessons with reasoning questions to stretch and embed children’s learning.  All staff have this as a target for their performance management.  Children are making progress in teacher assessments. The gap is closing.  A whole school approach to learning the times-tables is to be developed by the maths lead and disseminated across the school.  Year 3/4 pupil premium attending a sustaining mastery group with the maths hub.</p>
<p>To support children’s social and emotional needs that are impacting their readiness to learn and peer relationships.</p>	<p>KM / DD are Thrive trained and staff can refer children when they feel appropriate.  Children feel safer and more comfortable in class and socialise more appropriately.  Issues should not be arising in class and children are focused and engaged in their learning.</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: £6,365; (£1400 for release time and course costs for staff to develop the wider curriculum; £2000 for CPD cover; £1241.20 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
Tutor working with year 5 and 6 PP children.	<p>High quality teaching to small groups to provide tutoring to pp children. This will be planned by the class teachers to ensure it supports children’s learning in class and targets the gaps children have.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a></p>	1, 3
Release time and course costs for staff to	Staff undertake CPD and disseminate to other members during Summer term.	1 - 5

undertake relevant CPD linked to performance management targets	<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>	
Curriculum coordinators to have release time to support colleagues in developing teaching across a range of subjects. ( 3 x ½ day cover)	<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>	3
High Quality First Teaching	Staff sent on training courses with the Gateway Alliance to develop their subject knowledge. This is then fed back to staff during staff meetings. This has received positive feedback from the staff that have attended.	1

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

Budgeted cost: £57,175 (£7,105 RECOVERY FUNDING; £35,600 for TA small group work – including phonics intervention; £3000 for Lexia licenses; £10,570 for tutoring – additional to recovery funding; £900 for BJS 100 books to read).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring RECOVERY FUNDING	The National Tutoring programme is promoted by the DfE. <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>	1
TA small group work	Teaching assistants can provide high impact intervention when deployed in a targeted manner. <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>  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.	1, 4

	<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>	
Phonics intervention	Teaching assistants can provide high impact intervention when deployed in a targeted manner.  <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>	1,2, 4
Revision guides for Year 6	Parents in the past have reported these enable them to support their children more confidently.  <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>	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. There will also be a homework club twice weekly afterschool.  <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>	1, 2
BJS Top 100 books to read before you leave BJS	Whole school have created a whole school book list to create a 100 Books to Read before you leave BJS. PP children then sit with the teacher each term to choose a book they would like and to create a reading mind-set. They are accessing books that are linked to those in school and discussed as a class and with the class teacher.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</a>	1, 2 & 3
Reading buddies	One pp child targeted in class and partnered with a reading ambassador in another class to discuss encourage discussion about what they are reading. This is to promote a love of reading and encourage book discussion and to create a reading mind-set.  Having the teacher as a 'reading influencer' and promoting book discussion is going to help stimulate a love of reading.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</a>	

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

Budgeted cost: £15,950. (£10,000 for Thrive and behaviour support; £900 Thrive for licenses; £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
Thrive 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
Breakfast Club available for Pupil Premium children to ensure a settled start in the morning and encourages attendance at school.	<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>	5
Music tuition or a sports club provided for children upon request for up to £100 a term.	<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>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>	5
A contribution to trips/experiences to provide extracurricular opportunities	<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>	5
High focus on speaking and listening and an Oracy curriculum.	<p>Identified in the school development plan, there is going to be a whole school focus in developing speech and language in school.</p>	1, 2 & 3

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</a></p>	
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**Total budgeted cost: £**

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 2022 to 2023 academic year.

Our external assessments at the end of 2022-2023 show that 64.3% of our disadvantaged pupils achieved expected in reading, writing and maths compared to the Leicestershire average which was 40.6%. 7.1% achieved greater depth, with the average progress in Leicestershire being 2.2%. At the end of year 6 in 2022-2023, 78.6% achieved expected in reading compared to 58.1%. However, only 14.3% achieved greater depth compared to 16.4%. Therefore, we as a school, have decided to create a focus on pushing reading for pleasure and our strategies have been outlined in this report. To support this we are also going to focus on developing an Oracy curriculum.

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 good progress against their year 2 data. However, due to COVID, they are still lower than their peers. Therefore, year 6 will receive more tutoring sessions and an additional teacher in maths to help close this gap.

In year 3, the reading, writing and maths attainment measured using internal data was below the school average for disadvantaged pupils. This was due to staffing disruption so we have kept the year 3 teachers the same and moved them to year 4. However, the reading, writing and maths progress is in line with the school’s progress. This is a result of Lexia interventions both in school and out of school and the implementation of reading strategies intervention has had a positive impact and children are making progress. This intervention is going to continue. In year 4, the reading, writing and maths attainment was below the school average. As a result of this, the curriculum in year 4 is being re-



planned and the children, now in year 5, will receive reading strategies intervention, a maths pre-teach and more writing opportunities in class.

In year 5, now year 6, the progress in reading, writing and maths was above the school average. However, as their attainment was slightly below, year 6 are going to receive more tutoring sessions and a teacher to deliver 3 x weekly smaller maths groups to help target these children.

Data from tests and assessments suggest that shows that the progress and attainment of the school's disadvantaged pupils in 2022/23 in line with our expectations in UKS2. In LKS2, pupil premium children's attainment and progress was lower than the school average. 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 developing the speaking and listening curriculum. The English co-ordinator has introduced a system where the speaking and listening strands are logged onto the year groups plans so subject leads can identify the different strands that we are meeting. We are also going to hold staff meetings to train staff in these areas.

## 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.*

<b>Programme</b>	<b>Provider</b>
Lexia Core5	Lexia Learning Systems
Purple Mash	
Times Table Rock Stars	
Animaphonics	
Leicestershire Inference Programme	
Herfordshire Fluency	
Thrive	

## 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.
- 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.
- To collate a whole school reading book list to promote a love of reading.
- To extend the opening hours of the school library to encourage families to visit to help develop a love of reading in the family.
- To develop book corners in the classroom and to create mini-libraries in the classroom.
- To hold curriculum evenings in school to encourage parents to come into school.
- Link character muscles to the school rules to encourage children to develop these skills over a period of time.
- Play leaders at playtime and lunchtime.
- Train two members of staff to become Thrive trained.
- Use Purple Mash to set spelling homework to allow children to practise their spellings at home.
- Lego club with the SENDCO
- Forest Schools – Little Acorns providing resources