

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 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 of pupil premium had within our school.

School overview

Detail	Data
School name	Burbage Junior School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 st September 2024
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	£68,080
Recovery premium funding allocation this academic year	£0
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	£68,080

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.

High Quality 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 High Quality 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 High Quality 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 as disadvantaged pupils are behind age related expectations.
2	An enjoyment in reading for pleasure and limited access to books in pupil premium children.
3	Disadvantaged pupils behind age related expectations in reading.
4	Disadvantaged pupils falling behind the national average of disadvantaged achieving greater depth in writing.
5	Social and emotional needs impacting children's readiness to learn

Commented [z1]: Reading expected was lower than national disadvantaged. -2.48 and all RWM results lower than not disadvantaged national.

Commented [z2]: High was lower than national disadvantaged.

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.	Teachers and TAs are aware of who is eligible for pupil premium within their classroom. Work with the SENDCO to complete Edukey mapping that will be set up for each child and reviewed termly by pp lead. Intervention taking place outside of class is targeted (pre-teach or consolidation) and links between intervention and classwork are made explicit. Registers are kept of intervention groups to track patterns of attendance.
To develop an enjoyment for reading and to reach the national standard or above in reading.	Children are making progress in teacher assessments. The gap is closing. (Headstart, NGRT, Reading Fluency assessments) PP children have made +4.9 points progress in reading in year 6. Children's enjoyment for reading is shown through a pupil survey. Each classroom has developed a reading corner that has been funded by the PTA. The school has a Top 100 books to read before they leave BJS and it is organised into year groups. Each pupil premium child can choose a book from the BJS Top 100 books each term from the list to keep. 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>Children are to visit the library once a week with a class. A new whole school 'Reading Passport' initiative has been introduced this year to help encourage reading at home.</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 and given adapted fluency when required.</p> <p>Vocabulary will be strengthened and embedded using sentence stems with the school expectation to record these on working walls. Children identified this as supporting their learning in the pupil survey in the Spring term.</p> <p>Mastery approach is being under taken in lessons with reasoning questions to stretch and embed children's learning. Maths leader lesson scrutiny showed this was consistent across KS2. The gap is closing.</p> <p>A whole school approach to learning the times-tables is to be developed by the maths lead and disseminated across the school; implementing mastering number at key stage 2 from 2024-2025.</p> <p>Year 3 and 4 pupil premium are going to be attending a sustaining mastery group with the Maths Hub.</p> <p>Maths Watch website to encourage children to complete maths homework at home. This is the programme used at the local high school.</p> <p>Training for mastering number workshops and this will be offered as an intervention to help close the gap.</p>
To support children's social and emotional needs that are impacting their readiness to learn and peer relationships.	<p>KM / DD are Thrive trained and staff can refer children when they feel appropriate. A teacher has been in Thrive training to lead Thrive across year 4. Children feel safer and more comfortable in class and socialise more appropriately. The Den (a safe space during playtime and lunchtime) is available for those children referred by the key professionals. This has been moved to a larger space. Issues should not be arising in class and children are focused and engaged in their learning.</p>

Commented [z3]: Implementing Mastering Number at KS2 from 2024-2025.

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: £5,123; (£1400 for release time and course costs for staff to develop the wider curriculum; £2000 for CPD cover; £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.	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. https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	1, 3
Release time and course costs for staff to undertake relevant CPD linked to performance management targets	Staff undertake CPD and disseminate to other members during Summer term. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1 - 5
Curriculum coordinators to have release time to support colleagues in developing teaching across a range of subjects.	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	3
High Quality 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: £47,070; £35,600 for TA small group work – including phonics intervention; £10,510 for tutoring; £900 for BJS 100 books to read).

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA small group work	<p>Teaching assistants can provide high impact intervention when deployed in a targeted manner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 4
Phonics intervention	<p>Teaching assistants can provide high impact intervention when deployed in a targeted manner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 4
BJS Top 100 books to read before you leave BJS	<p>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. Children reported during a survey that they enjoyed receiving these and it encouraged them to read at home.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	1, 2 & 3

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

Budgeted cost: £16,850. (£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. Staff noted a more positive attitude of children in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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> <p>To improve quality of talk in the classroom with the introduction of progression of sentence stems for exploratory talk: agree, build, challenge.</p> <p>Include Voice 21's listening ladder.</p>	1, 2 & 3

	<p>Look at a further exploration of teacher's role (Rupert Knight inset)</p> <p>Introduce different types of group work (collaborative learning) e.g, jigsawing and pupils' roles within groups.</p> <p>Introduction of talk detectives, talk tokens, thumbs when want to talk, ground rules (2 lessons start of term).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	
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Total budgeted cost: £69,043.80

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 2023 to 2024 academic year.

Our external assessments at the end of 2023-2024 show that 50% of our disadvantaged pupils achieved expected in reading, writing and maths compared to the national average of disadvantaged children, which was 45.5%. At the end of year 6, in 2023-2024, 60% of our disadvantaged children achieved expected in reading compared to a national average of 62.48%, with only 10% achieving greater depth compared to 18.07%. Therefore, we as a school, are striving to meet national non-disadvantaged outcomes. To support this, we are also going to continue to focus on developing an Oracy curriculum. This has had a great impact in our writing in the previous academic year, with, 80% of disadvantaged achieving expected compared to a national average of 58.64% for 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. However, they have made progress compared to the previous academic year (2022-2023) implying that the interventions in place are closing the gap

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between disadvantaged and non-disadvantaged pupils. At the end of the 2023-2024 academic year, the current year 6 (then year 5) made good progress when looking at the school average for the disadvantaged, making 12.44 points progress in reading, 11.88 in writing and 11.52 in maths. However, they are still lower than their peers: 12.36, 12:08 and 12.09 respectively. They made more than 3 points progress than the previous year, with the lowest amount of progress being in maths. Therefore, year 6 will receive a tutoring in maths with Learn with Laura to offer small, focused interventions to help close this gap and raise the attainment.

At the end of the academic year 2023-2024, in year 3, the reading, writing and maths attainment, measured using internal data, was below the school average for disadvantaged pupils. The reading attainment was 17.91, the writing attainment was 18.09 and the maths attainment was 17.45; all compared to the school average of 21. This was due to a high need year group and staffing disruption. We have placed 3 full time teachers in year 4 to keep stability for the children, employed more teaching assistants to allow small, targeted interventions and year 4 is going to trial a Thrive approach across the year group with the belief of following Maslow's hierarchy of needs and supporting developing the physiology of the child before they can succeed. The maths lead is also going to implement a new maths programme to develop the multiplication skills of the year group. Year 4 will also receive a tutoring in maths with Learn with Laura to offer small, focused interventions to help close this gap and raise the attainment.

In year 4 (now year 5), the reading, writing and maths progress was in line with the year groups average. However, the attainment was below the school average in reading and writing. As a result of this, the children, now in year 5, will receive reading strategies intervention, and more writing opportunities in class. The attainment in maths was in line with the whole school and this shows that the intervention in place with Learn with Laura was successful and will be rolled out again with this year group, to ensure the gap continues to close.

Throughout the school, pupil's 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 have CPD for staff in the Oracy curriculum as we move on to phase two this year.

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
Maths Watch	
Mastering Number at KS2	
Purple Mash	
Times Table Rock Stars	
Animaphonics	
Leicestershire Inference Programme	
Herfordshire Fluency	
Thrive	
Kapow	
Jigsaw	
Oddizzi	
RealPE	
Charanga	
Rigalo	
Class Dojo	

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 following the British Value of democracy, which will focus on sustainability.
- TIGERS character muscles which we work on every half-term. These are linked to certificates received in celebration assemblies.
- To develop the playground to include playground zones, play leaders and new goals on the football pitch.
- 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 develop book corners 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.
- Train a teacher to lead year 4 Thrive as a pilot scheme before a possible roll out to the school.
- Use Purple Mash to set spelling homework to allow children to practise their spellings at home.
- Maths Watch
- Lego club with the SENDCO
- Forest Schools – Little Acorns providing resources