

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	366
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026- 2027
Date this statement was published	1 st September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Zoe Driver Executive Headteacher
Pupil premium lead	Polly Melanaphy
Governor / Trustee lead	Rebecca Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320
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	£87,320

Part A: Pupil premium strategy plan

Statement of intent

Burbage Junior School is a calm, happy school with a dedicated, hard-working staff team. We have a strong school ethos based on our vision- striving to be the best version of ourselves. School staff keep the children at the heart of all we do.

We are a 3-form entry junior school, based in Burbage- an urban area near to the major town of Hinckley. Pupils start with us from the age of 7. 3% of disadvantaged pupils also are on our special needs register.

Positive and nurturing relationships is at the heart of all we do. All staff are well trained in trauma informed practise and understand that all behaviour is communication. We are a Thrive school and we are committed to improving the mental health and wellbeing of all pupils. We believe that pupils who feel safe and valued learn more. Pupils in receipt of pupil premium funding are targeted by teachers in the first week of term to ensure pupils benefit from a strong, positive relationship with staff as soon as possible.

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.

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.

The aim of 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 school focus on the development of oracy skills- through a pedagogical approach, collaborative learning and delivery of the mastering number program are designed to empower all pupils, including those eligible for pupil premium funding, to achieve well. We are constantly looking to refine and improve practice in these areas. We strongly believe that our curriculum is our children's opportunity

and we aim to provide the knowledge, skills and opportunities to create a level playing field and improve the life chances for all our disadvantaged pupils.

Weekly opportunities for teaching staff to collaborate ensures consistency of approach across the year group and sharing of best practice.

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. This may include assessment for Thrive support.
- 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 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. End of Key stage assessments show that in 2024 35.7% achieved expected standard in combined reading, writing and maths compared to 78.8% of non-disadvantaged.
2	Assessments, observations and discussion indicate a lack of enjoyment in reading for some disadvantaged pupils. This is combined with a lack of access to books at home. End of KS2 external assessments show that 42% of disadvantaged pupils achieved expected standard in reading compared to 87.9% of non-disadvantaged pupils.
3	Disadvantaged girls falling behind age related expectations in maths. End of Key stage external assessments show that 85% of disadvantaged pupils not achieving age related expectations were girls.
4	Current assessment and discussions show that currently 64.7% of disadvantaged pupils are not on track to achieve age related expectations in Maths. External data from the end of Key Stage 2 shows that 50% of disadvantaged pupils achieved age related expectations in Maths. This compares to 90% of non-disadvantaged pupils.
5	Social and emotional needs impacting children's readiness to learn. Observations, discussions and feedback from pupils and families indicate that there are social and emotional issues affecting pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parental requests for support have increased, particularly since the cost-of-living crisis. Disadvantage pupils are again at risk of under achievement because of the socio-economic (and other) disadvantages on their lives.
6	Average attendance for disadvantaged pupils last year was 92.9%. This is below national expectation of 95% and school expectations of 96%

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
Improved achievement of age-related expectations of combined reading, writing and maths at the end of Key Stage 2.	Assessments show that achievement combined attainment in reading, writing and maths have shown improvement. These results show that the gap between outcomes for disadvantaged and non-disadvantaged pupils have reduced.
Improved Reading attainment for disadvantaged pupils at the end of Key Stage 2.	Assessments show that Reading outcomes for disadvantaged pupils have improved. They are consistently in line with, or above, Leicestershire averages.
Improve Maths attainment at the end of Key Stage 2 for disadvantaged children, especially girls.	Assessments show that Maths outcomes for disadvantaged pupils have improved. They are consistently in line with, or above, Leicestershire averages. There is no significant difference between the attainment of boys and girls.

<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 25-26 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and from teacher observation. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • Pupils in receipt of Thrive restorative work make progress against their targets. • Pupils show improvement in regulation due to 'Zones of Regulation' work, Lego communication groups and anxiety support.
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils</p>	<p>Sustained high attendance demonstrated by persistent absenteeism being below 5% and the figure among disadvantaged pupils being no lower than their peers.</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: £11,764; (£10,000 for release time and course costs for staff to develop Mastering Number and the wider curriculum; £1,764 for TLR2)

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Identified in the school development plan, further develop a progressive oracy curriculum (in liaison with Burbage C of E Infant 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> <p>Look at a further exploration of teacher's role (Rupert Knight inset)</p> <p>Introduce different types of group work 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>Communication and language provide the foundations for learning, thinking, and wellbeing. The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Supporting_oral_language_development.pdf?v=1763737710</p> <p>https://researchschool.org.uk/aspirer/news/how-oracy-education-gives-confidence-and-a-voice</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</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>	<p>All</p>
<p>Whole school participation in the NCETM's Mastering Number Programme</p> <p>Fund subject leader and teacher release time to access Maths Hub training/ resources and CPD.</p>	<p>Research supports spending on developing high quality teaching, including investing in professional development, training and support, is the key ingredient to a successful school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>3, 4</p>

<p>Federation curriculum coordinators to work closely together and support colleagues to further embed assessment opportunities and identify gaps in children's knowledge</p>	<p>Research supports spending on developing high quality teaching, including investing in professional development, training and support, is the key ingredient to a successful school. https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p>	<p>1, 2, 3, 4</p>
<p>Embed well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, think, pair share, questioning and explicit vocabulary teaching.</p> <p>Embed collaborative learning strategies to develop children's oracy skills across the curriculum.</p> <p>High quality training, support and QA focused on:</p> <ul style="list-style-type: none"> • Deliberate vocabulary development • Probing questions • Process questions • Sentence stems • Think, pair, share • Say it again better • Cold calling 	<p>How teachers teach is crucial to gaining effective outcomes for children. Strategies such as shared goals, collaborative learning, personalised learning and making explicit links go a long way to creating effective outcomes.</p> <p>Evidence-informed Teaching Strategies – Walkthrus https://www.walkthrus.co.uk/</p> <p>Collaborative learning “Understanding is fostered through discussions and collaboration.” - Jerome Bruner</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>https://evidencebased.education/great-teaching-toolkit-cpd/</p>	<p>1 - 5</p>

<p>Continuing professional development for all staff in meta-cognition to enable this to be modelling in classrooms efficiently.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</p> <p>Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Some necessary components for successful metacognition strategies might include:</p> <ul style="list-style-type: none"> • Explicit teaching of metacognition strategies • Teachers modelling their own thinking to demonstrate metacognition strategies 	<p>1, 2, 3, 4</p>
--	---	-------------------

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

Budgeted cost: £58,276; £58,000 for TA small group work – including phonics intervention); £276 Year 6 revision guides.


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions</p>	<p>Adults can provide high impact intervention when deployed in a targeted manner.</p> <p>Adults will carry out pre-teach for maths in a targeted manner.</p> <p>Adults will carry out small group reading fluency intervention. This has a high impact for a low cost.</p>	<p>1, 2, 3, 4</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Adults will carry out reading comprehension interventions based around the strategy pupils are working on in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,
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
Language & Communication/ Social Skills intervention	<p>Targeted deployment where teaching assistants deliver an intervention to small groups or individuals has high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Research shows that a focus on speaking, listening and a combination of the two, all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	All

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

Budgeted cost: £17,350. (£12,000 for Thrive and behaviour support; £900 Thrive for licenses; £200 EWO support; £1750 for music tuition; £2500 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>	All
Whole class Thrive sessions in year 3 and 4 support children’s social and emotional needs.	<p>Measures last year show that this was successfully implemented with the current year 5 cohort. Progress measured showed a good level of progress in pupils socially and emotionally.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	All
Toast and fruit available to disadvantaged pupils before school and at breaktime.	<p>Maslow’s hierarchy of needs show that pupils need the fundamental physiological need of food met before the higher needs can be pursued.</p>	All

		
<p>Music tuition or a sports club provided for children upon request for 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>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>	<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>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>	<p>5</p>
<p>Attendance monitoring for all,</p>	<p>Being in school is important to children’s academic achievement, wellbeing, and wider development. There is evidence to suggest that regular school attendance is a key</p>	<p>6</p>

including disadvantaged groups, supported by the Education Welfare Officer	mechanism to support children and young people's educational, economic and social outcomes. Schools facilitate positive peer relationships, which contributes to better mental health and wellbeing. DFE Working Together to Improve School Attendance August 2024.pdf	
--	---	--

Total budgeted cost: £87,320

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 2024 to 2025 academic year.

We have focussed on delivering a high-quality curriculum, sustaining staff levels and addressing gaps in children's learning. Intervention, in all year groups, has been prioritised.

Teachers use assessment from previous teachers and their own on-going assessments and knowledge of the children to plan teaching and carefully map out intervention provision. Teachers and learning support assistants work closely together to scaffold children's learning and deliver effective intervention for specific areas of development.

External assessments show that at the end of Key Stage 2 35.7% of disadvantaged pupils reached expected standard for combined reading, writing and maths. This is compared to 78.79% of non-disadvantaged pupils.

In reading, 42.6% of disadvantaged pupils reached age related expectations compared to 63.1% of non-disadvantaged. However, in reading 21.43% of those pupils achieved above the expected standard, this compares to 21.3% nationally. This result has narrowed the gap between those disadvantaged and non-disadvantaged from the last academic year.

In writing, 64.29% of disadvantaged pupils achieved expected standard or above, this is 4.9% above national. Of these pupils 14.29% of disadvantaged pupils achieved above the expected standard, 7.69% above national.

In maths, 67.14% of disadvantaged pupils achieved expected standard, 3.4% lower than national. Of those pupils 14.29% of pupils achieved above. This is only 0.79% less than national.

In this Year 6 cohort of pupil premium children, 42.8% are considered dual disadvantaged and 21.4% triple disadvantaged. 14.2% of Year 6 pupils had an EHCP.

Across the school, in years 3, 4, and 5 48% of disadvantaged pupils are on track to achieve age related expectations in reading at the end of Key Stage 2. Looking deeper into this data, in year 4 only 33.3% of these pupils are on track. This will be carefully monitored into year 5 with appropriate interventions and adaptations in place to ensure progress. In writing across the school, in year 3, 4, and 5, 39.6% of disadvantaged pupils are on track to achieve age related expectations. Again, in year 4 only 16.6% are on track. This will be carefully monitored and interventions and adaptations will be put in place in a timely manner. In maths across the school, in year 3, 4, and 5. 50% of disadvantaged pupils are on track to achieve age related expectations. Staffing for year 4 this year was unstable and measures have been put in place to address this for next year.

Attendance of pupil premium children has shown an improvement from last year (7.63%) with overall absences falling (6.25%). The number of persistently absent pupils has also decreased. As a school, attendance for last year was 96.3%, which met our 96% goal.

Good attendance for all our pupils is essential for them to achieve success in the classroom and is key to improving their life chances. This is why it remains a focus of this current plan.

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, 64.29% of disadvantaged achieving expected compared to a national average of 59.38% for disadvantaged pupils. Feedback from pupil interviews, teachers and professionals outside of school show that pupils can express themselves well, speaking in full sentences and listening well to their teachers and each other. This oracy strategy will continue to be embedded and built upon throughout the school. Evidence shows that this can accelerate progression by 6 months across the curriculum.

We are continuing to embed mastering Number across the school. Looking at achievement across the school for pupil premium pupils in maths, attainment is greatest in year 4 and 5 where mastering number was taught last year. Mastering Number will be now taught across the school ensuring that basic number knowledge is recalled and used. This will especially help raise attainment in year 3 where it is lowest for disadvantaged pupils. This will benefit all pupils at Burbage Junior School, but particularly those who are educationally disadvantaged. This recall of facts will free up working memory for problem solving and reasoning and lead to higher attainment.

Thrive support, emotional regulation support and social communication support are a large part of our offer. Feedback from pupils, parents and staff show that this support is having a positive impact on pupils' emotional wellbeing and their feelings of safety in school. Children feel safer and more comfortable in class and socialise more appropriately. Thrive sessions have now been extended to Year 3 classes to help with the transition from their infant school and to provide support with interactions with their grown ups and each other.

The Den (a safe space during playtime and lunchtime) is available for those children referred by the pastoral team. Moving this provision to a larger space last year has had a positive impact on learners, especially as it allows a 'soft start' in the morning. Pupils arrive at school ready to learn.

The aim at Burbage Junior School is for **all** pupils, whatever their needs and starting points, to attain well and we know many of our pupil premium pupils still need extra support. Improving attainment in reading, writing and maths remains a key priority for us in this 3-year plan. We are aiming to consistently achieve results in line with national averages.

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	Maths Watch
Mastering Number	Maths Hub
Computing scheme	Purple Mash
Times Table Rock Stars	Times Table Rock Stars
Anima phonics	Anima phonics
Leicestershire Inference Programme	Leicestershire LA
Herfordshire Fluency	Hertfordshire
Thrive	Thrive
Kapow curriculum	Kapow
Jigsaw PSHE scheme	Jigsaw PSHE
Geography scheme	Oddizzi
PE scheme	RealPE
Music scheme	Charanga

French Scheme	Rigalo
Class Dojo	Dojo
Literacy Gold	Literacy Gold
Numbots	Numbots

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.
- Use Purple Mash to set spelling homework to allow children to practise their spellings at home.
- Maths Watch- online homework, with built in support for learning that can be accessed by parents and pupils.
- Lego club with the SENDCO
- Forest School provision in place for pupils in year 3 and 4.
- Opportunities for all pupils to represent the school in sport across their time here at Burbage Junior School.