

Pupil premium strategy statement – Burton Pidsea Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	14.5% (10/69)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Miss A Wright
Pupil premium lead	Miss A Wright
Governor / Trustee lead	Mrs P Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,530
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19,530

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. As a school, we aim for every child to succeed and be the best they can be. We recognise that some children have aspects of their lives which could mean they are at a disadvantage when compared to their peers such as social disadvantage, economic disadvantage or parental support. Our strategy aims to address these and provide the additional support these children need to succeed. We have identified that we need to support our parents to support their children with learning away from school, and supporting our in-school work. For this reason, our strategy primarily aims to target wider approaches to encourage our PP to be in school, to embed strategies to engage parents in classroom learning and to ensure teachers are well supported to deliver high quality reading tuition.

Challenges

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

Challenge number	Detail of challenge
1	Low starting levels (baselines) for these pupils affects learning across the whole curriculum; especially in reading
2	Low self-esteem can be linked to low attainment. This also impacts on the pupil's enjoyment of school life and participation in the school day.
3	Lack of wider opportunities in a rurally isolated village limits real life experiences and inhibits access to and engagement with the curriculum

4	Limited parental engagement with all that is on offer at the school, potentially limiting pupil desire and determination to succeed
5	For a small number of our children – attendance is a challenge. Missing periodic days impacts on their learning as gaps form. The pupils then find the next lessons tricky and this forms a cycle. Their self esteem and confidence in work lowers.

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
There will be no discernible differences in academic progress or attainment between pupils of similar age and/or ability, regardless of background.	Flight paths will demonstrate 100% of disadvantaged children have at least maintained progress and attainment, especially in reading; 30% of these pupils will show accelerated progress.
A school culture exists whereby all children, regardless of background, have the confidence to experience, explore, engage and persevere without fear of failure.	Attendance gap for disadvantaged pupils is eradicated with overall whole-school attendance being at least 95% Children's emotional health and wellbeing will be identified and addressed as necessary; inc service children
Regardless of background, all pupils possess rich and varied sources of inspiration upon which to draw to derive maximum benefit from all aspects of the curriculum.	At least 80% of disadvantaged pupils will have attended at least one extra-curricular club or activity. 100% of disadvantaged pupils will have participated in at least one cultural capital activity linked to the school curriculum demonstrating additional knowledge gained through experiences
Regardless of background, all parents are fully engaged in the education of their children and provide the support, opportunities and home environment to allow their children to flourish.	Attendance at all parent evening's for disadvantaged families will be in excess of 90% Monitoring of home reading records will show an increase in the number of children reading regularly at home

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,500 for training resources and release time.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training on phonics (especially KS2) and reading followed by additional sessions as required to help all children learn to read	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Sutton Trust data: Small group tuition = average impact +4 mths Moderate impact for moderate cost Collaborative learning (with peers) = moderate impact for low costs +5mths	1

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

Budgeted cost: £9,230 used to subsidise class TAs to provide 1:1 support and Lexia

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

Identified children supported in class as necessary. TAs to regularly withdraw children to offer extra support (academic & emotional)	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Sutton Trust data: Small group tuition = average impact +4 mths Moderate impact for moderate cost Collaborative learning (with peers) = moderate impact for low costs +5mths	1
Targeted interventions to support reading/phonics.	Lexia Reading Core5 has been found to accelerate the development of literacy skills	1

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

Budgeted cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular classroom based opportunities addressing emotional health and well being; regular 'check ins' with identified children	It is not possible to raise attainment and progress for pupils who have barriers to their learning. Removing these barriers ensure children are ready and able to learn. Sutton Trust data: Social/emotional aspects of learning = average impact +4 mths Moderate impact for low cost	2
Identified staff to access training focussed on children's mental health. 1:1 sessions with TA for PP children, to meet identified needs Service children to access additional emotional support as required	It is not possible to raise attainment and progress for pupils who have barriers to their learning. Removing these barriers ensure children are ready and able to learn. Sutton Trust data:	2

	Social/emotional aspects of learning = average impact +4 mths Moderate impact for low cost	
Ability to subsidise out of school clubs, music tuition and other additional school events eg trips (upon request)	Alternative learning activities and environments and activities develop confidence within pupils which in turn is reflected in attitudes to learning Sutton Trust data: Sports participation = low impact for moderate costs +2mths Arts participation = low impact for low cost +2mths Outdoor learning = moderate impact for moderate costs +4mth	3
Ensure parents know pathways to access support.	Alternative learning activities and environments and activities develop confidence within pupils which in turn is reflected in attitudes to learning Sutton Trust data: Sports participation = low impact for moderate costs +2mths Arts participation = low impact for low cost +2mths Outdoor learning = moderate impact for moderate costs +4mth	3
Access to uniform bank & other resources	Alternative learning activities and environments and activities develop confidence within pupils which in turn is reflected in attitudes to learning Sutton Trust data: Sports participation = low impact for moderate costs +2mths Arts participation = low impact for low cost +2mths	3

	Outdoor learning = moderate impact for moderate costs +4mth	
Online invitations to parents evening, resources for stay & learn sessions etc Increased communication of how parents can support children at home (phonics videos, topic webs)	Developing effective parental engagement to improve their children's attainment is challenging. However, parents' aspirations are important for raising pupil outcomes – more so in the younger years. Sutton Trust data: Parental engagement = average impact +3 mths Moderate impact for moderate cost	4
Additional pastoral support during challenging times, as required (inc resources)	Developing effective parental engagement to improve their children's attainment is challenging. However, parents' aspirations are important for raising pupil outcomes – more so in the younger years. Sutton Trust data: Parental engagement = average impact +3 mths Moderate impact for moderate cost	4

Total budgeted cost: £ 19, 530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous year the outcomes and strategies were worked on and this academic year we intend to further embed the targets to reach the overall intended outcomes.

Our PP children in Y2, Y5 and Y6 performed well overall and are on track to achieve the expectation in Reading, Maths and GPS with a few specific areas of need to be addressed through booster groups, 1:1 and small group sessions

Our current Key Stage 2 PP group has the highest area of need, although children in that group are, overall, on track to achieve their Y6 target. We need to ensure that this group is targeted to be working towards the expected standard and that they are given the support to achieve their absolute maximum potential. This will be delivered through targeted booster and small group teaching but also through the use of teaching software such as Lexia, TTRS and RM Maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	
RM maths	
TTRS	
Essential Letters and Sounds	
Kapow	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service children spend 1:1 time with a TA during emotionally challenging times, talking about feelings and worries.

The impact of that spending on service pupil premium eligible pupils

This time is proving valuable for children who need additional emotional support to be able to access learning in the classroom.