

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	65
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sandra Ward (HT)
Pupil premium lead	Mrs E Everitt
Governor / Trustee lead	Mrs B Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,900
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£18,900

Part A: Pupil premium strategy plan

Statement of intent

Official figures show that Burton Pidsea is in the bottom 30% of deprived areas nationally. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

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 the challenges our disadvantaged pupils face is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the challenges being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the challenge 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.

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 (baseline) 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 school, potentially limiting pupil desire and determination to succeed

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
A school culture exists where by all children, regardless of background, have the confidence to experience, explore, engage and persevere without fear of failure	Attendance for disadvantaged children in line with school target (96.5%) 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 extracurricular club or activity 100% of disadvantaged pupils will have participated in at least one cultural capital activity organised by the school
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 evenings for disadvantaged families will be in excess of 80% 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a new validated phonics scheme (online) to support high quality teaching and learning with a focus on engaging children who did not meet the KS1 national standard	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Sutton Trust data: Oral language interventions = very high impact for low cost= +6 months Phonics : high impact for low cost = +5 mths Small group tuition = Moderate impact for moderate cost = +4 mths Collaborative learning (with peers) = high impact for low costs +5mths	1
Professional development of Speech and Language teaching for identified staff	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Sutton Trust data: Oral language interventions = very high impact for low cost= +6 months Phonics : high impact for low cost = +5 mths Small group tuition = Moderate impact for moderate cost = +4 mths Collaborative learning (with peers) = high impact for low costs +5mths	1
Purchase Jigsaw (online scheme) to support high quality teaching and learning of	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

SMSC across the whole school.	Social/emotional aspects of learning = Moderate impact for low cost = average impact +4 mths	
Promotion of emotional health and wellbeing across the wider curriculum eg assembly focus, high quality equity and diversity texts, PE sessions	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 = Moderate impact for low cost = average impact +4 mths	1,2
Continue to develop an effective and engaging curriculum to meet the needs of all the children, with an emphasis on experiences and real-life learning.	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 = moderate impact for low cost +3mths Outdoor learning = moderate impact for moderate costs +4mth	1,2,3
Engage high quality teaching and learning opportunities eg external dance/drama tutors, golfing coaches	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 = moderate impact for low cost +3mths Outdoor learning = moderate impact for moderate costs +4mth	1,2,3

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

Budgeted cost: £8,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support speech and language	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build.	1

development (using a S&L dedicated TA)	Sutton Trust data: Oral language interventions = very high impact for low cost= +6 months Phonics : high impact for low cost = +5 mths Small group tuition = Moderate impact for moderate cost = +4 mths Collaborative learning (with peers) = high impact for low costs +5mths	
TA 1:1 deployment and interventions, with a clear focus on key reading skills, to improve outcomes	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Sutton Trust data: Oral language interventions = very high impact for low cost= +6 months Phonics : high impact for low cost = +5 mths Small group tuition = Moderate impact for moderate cost = +4 mths Collaborative learning (with peers) = high impact for low costs +5mths	1
TA deployment and interventions to support children in accessing all areas of the curriculum.	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Sutton Trust data: Oral language interventions = very high impact for low cost= +6 months Phonics : high impact for low cost = +5 mths Small group tuition = Moderate impact for moderate cost = +4 mths Collaborative learning (with peers) = high impact for low costs +5mths	1, 2

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

Budgeted cost: £1,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promoting and supporting attendance in line with school target (TA check ins, rewards)	In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Sutton Trust data: Oral language interventions = very high impact for low cost= +6 months Phonics : high impact for low cost = +5 mths Small group tuition = Moderate impact for moderate cost = +4 mths Collaborative learning (with peers) = high impact for low costs +5mths	1,2,3,4
TA check ins & 1:1 deployment and interventions, with a clear focus on key social and emotional wellbeing	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 = Moderate impact for low cost = average impact +4 mths	2
Develop opportunities for children's personal empowerment e.g. school council, cultural literacy	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 = Moderate impact for low cost = average impact +4 mths	2
Access to uniform ban to ensure all children have a sense of	There is a belief that a school uniform supports the development of a whole school ethos and therefore promotes social equity and supports discipline and motivation by providing a sense of belonging and uniformity. (EEF education evidence)	2,4

belonging and pride		
Additional pastoral support during challenging times (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: Social/emotional aspects of learning = Moderate impact for low cost = average impact +4 mths	2
Subsidise provision of trips, visits and extra-curricular activities including sport, music, adventure, arts & cultural	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 = moderate impact for low cost +3mths Outdoor learning = moderate impact for moderate costs +4mth	3
Increase opportunities for parental engagement eg stay and learn ... sessions, parent showcases, parent's evenings	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 = Moderate impact for low cost = +4mths	4
Ensure parents know pathways to access support	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 = Moderate impact for low cost = +4mths	4
Rewards and prizes for good attendance, engagement with home learning etc	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.	1,2,4

	Sutton Trust data: Parental engagement = Moderate impact for low cost = +4mths	
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Total budgeted cost: £ 18,900.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. There will be no discernible differences in academic progress or attainment between pupils of similar age and/or ability, regardless of background.

What we said success would look like:

Flight paths will demonstrate 100% of disadvantaged children have at least maintained progress and attainment, especially in reading.

What we achieved:

- Identified children supported in class as necessary.
- TAs able to regularly withdraw children to offer extra support (academic & emotional)
- Online Bug Club reading system in place supported with books to borrow and read at home.
- Focussed guided reading sessions formalised and linked to development of key reading skills
- Whole school training on phonics, especially within KS2
- Whole school training on key reading skills
- Whole school training on new ratified phonics scheme to ensure fidelity
- Formal data is showing that 100% PP children are maintained their flight paths and 30% improved attainment. However, absence is an issue.
- All PP children are receiving weekly 1:1 reading sessions to help them catch up and extend their learning.

Next steps:

- Promote the importance of good attendance to identified children.
- Continue 1:1 focus reading time to create reading logs for children to be proud of!
- Embed opportunities for reading across the curriculum
- Develop cultural literacy to support powerful knowledge

2. A school culture exists whereby all children, regardless of background, have the confidence to experience, explore, engage and persevere without fear of failure

What we said success would look like:

Attendance for disadvantaged children in line with school target (96.5%); Children's emotional health and wellbeing will be identified and addressed as necessary; inc service children

What we achieved:

- Regular classroom-based opportunities addressing emotional health and well being (Jigsaw SMSC programme)
- Regular 'check ins' with identified children
- Identified staff to access training focussed on children's mental health.
- 1:1 sessions with TAs for PP children, to meet identified needs
- Service children to access additional emotional support as required

- Attendance for some PP children continues to be well below school target, mainly due to COVID related absences and term time holidays – Whole school attendance = 91% at 96.5% or above; PP children = 85% at 96.5% or above.
- These children are not exhibiting any concerns around emotional health and well being

Next steps:

- Promote the importance of good attendance to identified children.
- Continue 'check ins' where required.
- Continue to follow Jigsaw SMSC scheme for all children
- Promote emotional health and well-being across the curriculum inc focussed assembly sessions eg anti bullying week
- Develop opportunities for children's personal empowerment eg school council

3. 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.

What we said success would look like:

At least 80% of disadvantaged pupils will have attended at least one extracurricular club or activity; 100% of disadvantaged pupils will have participated in at least one cultural capital activity organised by the school.

What we achieved:

- Ability to subsidise out of school clubs, music tuition and other additional school events eg trips,
- Ensure parents know pathways to access support.
- Access to uniform bank & other resources as necessary
- 60% of PP children have attended an extra-curricular activity across the year.
- 83% of eligible PP children take subsidised music lessons (KS2 only).
- 100% of eligible PP children participated in an external visit (2 classes only)
- 100% of all PP children participated in events run by visitors (Living with water: Yorkshire water, Financial Education: HSBC bank, Gamelan Indonesian musical instruments, Children's university dance & drama sessions)

Next steps:

- Continue with offer of subsidy
- Use parents evening etc to signpost parents towards additional support
- Increase trips and visits now COVID restrictions have been limited
- Increase parental and community engagement eg stay and learn ..., parental show-cases,

4. 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.

What we said success would look like:

Attendance at all parent evenings for disadvantaged families will be in excess of 80%; Monitoring of home reading records will show an increase in the number of children reading regularly at home

What we achieved:

- Invitations to parents evening, stay & learn sessions etc for hard-to-reach parents
- Increased communication of how parents can support children at home (phonics videos, topic webs)
- Prizes and rewards for achievement, attendance etc
- Additional pastoral support during challenging times, as required (inc resources)
- 93% of PP parents attended Spring term parents evening (13/14 children)
- 60% of PP parents have attended a 'stay and learn...' session this academic year.

Next Steps

- Continue to focus on identified families to engage them with their children's learning in school.
- Personalised invitations to parents evening, stay & learn sessions etc for hard-to-reach parents / parents who are historically difficult to engage
- Regular messaging (dojos, newsletters) about the importance of reading at home
- Positive messages home (postcards, phone calls)

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	
Pearson Bug Club	
Jigsaw SMSC programme	

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 could spend 1:1 time with a TA to complete a scrap book of work they were proud of to share with the absent parent when they came home from duty.

TAs are also available to provide additional emotional support as and when required.

The impact of that spending on service pupil premium eligible pupils
The scrapbooks were positively received.

Further information (optional)

At Burton Pidsea Primary School, we encourage the children to be the change they want to see in their own lives, in their community and as a global citizen. We continually develop an effective and engaging curriculum to meet the needs of all the children, with a focus on reading and high-quality texts. This curriculum will be enhanced with opportunities to develop pupil's values for life and cultural capital.