

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	71
Proportion (%) of pupil premium eligible pupils	20% (14/71)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ms S Ward
Pupil premium lead	Ms A Wright
Governor / Trustee lead	Mrs P Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,870
Recovery premium funding allocation this academic year	£0
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.	£18,870
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>	£18,870

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 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

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,	Attendance at all parent evening's for disadvantaged families will be in excess of 90%

opportunities and home environment to allow their children to flourish.	Monitoring of home reading records will show an increase in the number of children reading regularly at home
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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: £ 3,00 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: £7,000 used to subsidise class TAs to provide 1:1 support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent voice evaluation (Spring term 2024)	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
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: Social/emotional aspects of learning = average impact +4 mths Moderate impact for low cost	2
Pupil voice evaluation (Summer term 2024)	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
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	3

	Arts participation = low impact for low cost +2mths Outdoor learning = moderate impact for moderate costs +4mth	
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 Outdoor learning = moderate impact for moderate costs +4mth	3
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
Prizes and rewards for achievement, attendance 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. 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
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Total budgeted cost: £ 18,870

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic year 2022-23 was the second year of our three-year PP strategy. This interim review therefore outlines progress made against the key challenges and success criteria we have identified as important to improving the outcomes of our disadvantaged pupils and proposes further steps we need to take. These next steps underpin the spending decisions we have made for year 3 of our strategy. A full evaluation of our strategy will be undertaken at the end of academic year 2023-24.

Our strategy identified *low starting levels (baselines) for our disadvantaged pupils affecting learning across the whole curriculum, especially in reading*, as a key challenge. To monitor progress, we expected our flight paths to demonstrate 100% of our disadvantaged children have at least maintained progress and attainment, especially in reading, and be increasing. Flight paths have shown that 10/12 children (83%) of disadvantaged children have at least maintained, and possibly increased, progress and attainment, especially in reading. Our end of year reading assessment data shows all KS2 pupils have a progress score of +1, writing shows a progress score of 0 and maths shows a progress score of +2. Any children not on track have additional factors, including behaviour issues and attendance issues, and therefore work in 2023-24 will focus on promoting the importance of good attendance to identified families. We will also add writing interventions to PP 1:1 time to help develop resilience when writing.

A second identified key challenge is *low self-esteem linked to low attainment*. This also impacts on the pupil's enjoyment of school life and participation in the school day. We are aiming to ensure that attendance for disadvantaged children is in line with the school target, and that children's emotional health and wellbeing is identified and addressed as necessary, including service children. We have seen clear improvement in the attendance of PP children, which is now 92% compared to the whole school average of 93%. Across the year, the school has worked hard to provide a range of cultural capital opportunities and activities aimed to promote ESWB and enjoyment of school including external trips and visits (tophill low, hedgerow planting, JP developers), sports days and performances., and trained staff are used to identify and address any ESWB issues as necessary. We feel our work in this area is making a difference, so across year 3 of the strategy we will promote the importance of good attendance to identified children and families, continue to book trips, visits and events to enhance our curriculum, and continue 'check ins' where required.

We have also been working to address the challenge of *the lack of wider opportunities in a rurally isolated village limiting real life experiences and inhibiting access to and engagement with the curriculum*. Whilst we are not yet fully achieving our aim of at least 80% of disadvantaged pupils attending at least one extracurricular club or activity,

69% of PP children have attended a before school or after school activity over the course of the strategy to date, and 57% of eligible PP children have subsidised music lessons. This is in addition to all KS2 children having the opportunity to learn how to play an instrument as part of weekly wider opportunities music lessons. Our appointment of a cultural capital champion has meant that our aim of 100% of disadvantaged pupils participating in at least one cultural capital activity organised by the school each term has been achieved. To further extend our reach, we will use parents evening etc to signpost parents towards additional support, continue to increase trips and visits available and aim to increase parental and community engagement through FOBPSA and in-school activities eg parent showcases.

We also face the challenge of *limited parental engagement with all that is on offer at the school, potentially limiting pupil desire and determination to succeed*. We are aiming to increased attendance at all parent evenings for disadvantaged families to be in excess of 90% and increase the engagement of children reading at home which we monitor through home reading records. Across the year, whilst not reaching the 90% success criteria, we saw increased attendance at the summer open afternoon for PP children when compared to the Autumn and Spring terms, with 83% of the parents of PP-eligible children in attendance. Further, 92% of PP parents attended at least 1 stay and learn session across the academic year. Unfortunately, PP children reading regularly at home remains static. To combat this, we addressed this in class with identified children reading regularly to adults across the week. In 2023-24 we will continue to focus on these families to engage them with their children's learning in school and promote prizes and awards available for good attendance and achievement.

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Service children could 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.