

Pupil premium strategy statement (2024-2025) (Year 1)

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Burradon Community Primary
Number of pupils in school	141 (17 in FS1)
Proportion (%) of pupil premium eligible pupils	44%
Detailed breakdown 2024/2025	62 FSM Primary 3 Post LAC 1 Service child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	Reviewed annually
Statement authorised by	Governing Body
Pupil premium lead	Miss A Hunter
Governor / Trustee lead	Mrs J Gibson

Funding overview for 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,223.00 (Sept 24 – Mar 25 allocation – not full academic year)
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	£ TBC

Part A: Pupil premium strategy plan

Statement of intent

School Context

Aims for disadvantaged pupils and how they are addressed

When making decisions about the use of pupil premium funding, it is crucial to consider the context of the school, pupils' needs and the challenges they may face. Research conducted by the Education Endowment Foundation (EEF), identifies some common barriers to learning for disadvantaged pupils such as less support for learning in the home, weaker language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

At Burradon Community Primary, we acknowledge that challenges vary from child to child and that there is no 'one size that fits all'. The ultimate aim of our school is to provide an inclusive learning environment with outstanding teaching and learning so that all pupils achieve well and make good progress.

The pupil premium strategy is intended to diminish the challenges faced by pupils so that they are not left behind either academically or socially because of disadvantage.

Key principles of the strategy

The key principles that guide school leaders when determining the use of pupil premium funding are:

- Teaching and learning meets the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of disadvantaged pupils are accurately identified, assessed, and addressed.
- Resources funded in full or in part by the pupil premium grant will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Leaders and staff know the school community well and which pupils are not registered for free school meals but are facing disadvantage. Pupil premium and recovery premium funding will be allocated on a pupil-by-pupil basis following robust needs analysis.

Specific aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.

- For disadvantaged pupils in school to meet and exceed nationally expected progress rates at the end of Year 6.

The range of provision that leaders consider achieving these aims include but are not limited to:

- Maintaining current pure classes in KS1 thus improving opportunities for effective teaching and accelerating progress.
- Additional teaching and learning opportunities for Key Stage 2 (linked to mixed classes) provided through trained school staff or external agencies.
- Improve the quality of teaching through staff personal development.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to as close to national expectations as possible.
- Pupil premium resources are to be used to target more able children on Free School Meals to achieve or exceed national standards.
- Targeted use of recovery premium funding to implement small group intervention.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Subsidise activities, e.g educational visits to ensure children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support.
- Attendance support.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>School context of deprivation:</u> A large number of families facing social and economic challenge. IDSR Feb 2024 identified that our school location deprivation was well above average and our pupil base deprivation was above average. IDSR Feb 2024 identified 45% of pupils as FSM6 pupils which is well above national. Currently 62 pupils (44%) are registered as FSM Ever 6. FSM uptake is 45% (63/141 pupils) (September 2024).</p>
2	<p><u>Social care needs:</u> A large number of families are supported, or have been supported, by outside agencies including social care, family support workers and Early Help Assessments (EHA). Many families need support from school to help with their needs and to support their children's learning.</p>
3	<p><u>Attainment on entry:</u></p>

	<p>Children enter FS1 with the knowledge and skills that demonstrate they are 'supported' within the 3-4 year old curriculum. A small proportion of children are 'supported' within the 0-3 curriculum for Communication and Language specifically due to speaking.</p> <p>Each cohort has differing aspects of low on-entry data within the prime areas over a 4 year period. Over the 4 year period, around half of pupils enter below in speaking and we have a large number of SALT referrals and intervention year on year.</p>
4	<p><u>SEND:</u></p> <p>IDSR Feb 2024 identified 20% of pupils as SEND Support which is well above national.</p> <p>IDSR Feb 2024 identified 5.6% of pupils as having an EHCP which is well above average. We have an increasing number of complex EHCPs across the school and in September 2024 we had 7 EHCPs across the school including 3 in our Year 6 cohort.</p> <p>At present 28% of pupils (FS2-Y6) are identified as SEND (support and Monitoring – September 2024).</p>
5	<p><u>Attendance:</u></p> <p>The provisional data for overall attendance in 2023-2024 showed FSM6 pupils at 7.27% (against a 2022-2023 national average of 8.4%). In addition, 24.49% of FSM6 pupil were Persistent Absence (against a 2022-2023 national average of 29.26%).</p> <p>Despite improvements from the previous year, both outcomes are too high. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment and progress.</p>

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
1) Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
2) Continue to ensure that teaching, learning and assessment across the school is at least good for all pupil groups with a large proportion outstanding and that this is impacting on PP achievement in all	Teaching, learning and assessment across the school will continue to be at least good over time ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and

classes, including disadvantaged with SEND.	all will have made at least good progress from their starting points
3) Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly.	Overall attendance rates for pupils eligible for PP will significantly improve and be at least in line with national and comparable with other pupil groups. There will be a significant decrease in the number of persistent absentees among pupils eligible for PP. This will be at least in line with national and comparable with other pupil groups.
4) Continue to improve children's mental health, wellbeing and behaviour through the embedding of Thrive and the Thrive Approach across all classes and the implementation of Counselling services, where appropriate, to ensure SEMH continues to be a high priority.	Pupils who are experiencing emotional and behavioural difficulties will be further supported through Thrive, MSHT and/or Counselling. This will ensure that safeguarding and behaviour remain outstanding across the school and the mental health and well-being of our pupils remains a high priority.

Activity in this academic year 2024-2025

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: £39,264.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement pure year group classes in Key Stage 1 linked to quality first teaching (part funded by pupil premium).</p>	<p>EEF – Pupil Premium Guidance <i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>With consistently good or better teaching, maintaining pure year groups across the school is an essential priority due to the amount of learning lost following the Coronavirus pandemic alongside SEND and social challenges. It will ensure that we can continue to rapidly address gaps in learning within all curriculum areas following the pandemic and can close the gaps in attainment for all pupil groups.</p>	<p>1,2,3,4, 5</p>
<p>Prioritise staffing in the EYFS to target prime areas, literacy and maths and SEND.</p>	<p>EEF – Early Years Toolkit <i>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly</i></p>	<p>1,2,3,4,5</p>

	<p><i>larger effects for children from disadvantaged backgrounds.</i></p> <p>Consistently good provision (environment, assessments and practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this and implement SALT referrals, speech and language intervention, phonics intervention, L&C interventions and maths interventions.</p>	
<p>Maintaining additional SENDCo Leadership and Management release time to target increasing complex SEND</p>	<p>EEF – SEND Guidance</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p>Due to an increase in complex SEND across the school including the continuing increase in EHCPs, maintaining additional SENDCo Leadership and Management time is a priority. This is to ensure that pupils with SEND are quickly identified, precise referrals are made where required, quality first teaching meets the needs of pupils with SEND, targeted intervention is swiftly implemented and tracked for effectiveness and impact.</p>	<p>1,2,3,4,5</p>
<p>Invest in CPD for the teaching team and support staff.</p>	<p>EEF – Pupil Premium Guidance</p> <p><i>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p>	<p>1,2,3,4,5</p>

	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>All staff will receive tailored and targeted continuous professional development linked to improving teaching and learning across the school.</p> <p>In addition, individual members of staff have specific course, e.g EYFS CPD, Thrive Practitioners, SEND.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,428.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group Intervention</p> <ul style="list-style-type: none"> Additional teaching and learning opportunities for Key Stage 2 (linked to mixed classes) provided through trained school staff or external agencies. 	<p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p>EEF – Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> Small group tuition has an average impact of +4 months <p>Small group tuition approaches support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small</p>	<p>1,2,4,5</p>

	<p>number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Funding from our Pupil Premium and recovery premium budgets will be allocated to implement small group intervention across Key Stage 2 (linked to mixed classes, end of Key Stage 2 targets and increasing SEND needs) using known staff.</p>	
HLTA structured intervention support	<p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p>EEF – Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> Teaching assistant interventions has an average impact of +4 months <p>HLTA support will be allocated to implement targeted support to identified pupils and groups.</p>	1,2,4,5
Additional SEND Teaching Assistants linked to increasing EHCPs (first 10 hours funded from the school) and increasing SEND needs across the school and SEND needs across the school.	<p>EEF – SEND Guidance</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their</i></p>	1,2,3,4,5

	<p><i>peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p>Due to an increase in complex SEND across the school including the continuing increase in EHCPs, additional staffing is required to cater for the allocated hours on EHCPs and the increasing SEND needs across the school requiring targeted intervention and specific programs.</p>	
<p>Level 3 TA intervention in Year 1 and structured intervention for phonics, language and communication and SALT intervention in KS1</p>	<p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p>EEF – Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • Teaching assistant interventions has an average impact of +4 months <p>Level 3 Teaching Assistant support will be allocated to our Year 1 class to implement targeted intervention on a one-to-one basis, paired basis and in small groups linked to individual needs and targeted intervention programs based on phonics, language and communication and SALT.</p>	<p>1,2,4,5</p>
<p>Level 2 TA intervention in Year 2</p>	<p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention</i></p>	<p>1,2,4,5</p>

	<p><i>to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> • Teaching assistant interventions has an average impact of +4 months <p>Level 2 Teaching Assistant support will be allocated to our Y2 class to implement targeted intervention on a one-to-one basis, paired basis and in small groups linked to individual needs and targeted intervention programs.</p>	
<p>Level 3 TA structured intervention in KS2</p>	<p>EEF – Pupil Premium Guidance</p> <p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> • Teaching assistant interventions has an average impact of +4 months <p>Level 3 Teaching Assistant support will be allocated across Key Stage 2 classes to implement targeted intervention on a one-to-one basis, paired basis and in small groups linked to individual needs and targeted intervention programs.</p>	<p>1,2,4,5</p>

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

Budgeted cost: £16,376.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain the training of 2 members of staff in THRIVE to support pupils' experiencing behavioural and emotional difficulties and lead staff training linked to class thrive profiles and action plans.</p>	<p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> • The average impact of behaviour interventions is four additional months' progress. <p><i>EEF – Improving behaviour in schools Teaching and Learning Toolkit.</i></p> <p>Research which led to the document above highlights that teaching learning behaviours will reduce the need to manage misbehaviour. Teachers should encourage pupils to be self-reflective of their own behaviours.</p> <p>Funding from our Pupil Premium and Recovery Premium budgets will be allocated to implement continuous CPD training for our 2 trained Thrive members of staff. Training will continue to be disseminated to all staff in school and whole class Thrive systems and plans will continue to operate across the school.</p>	<p>1,2,4,5</p>
<p>Continue to implement Thrive and individual counselling sessions for pupils who are experiencing significant emotional difficulties.</p>	<p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p>	<p>1,2,4,5</p>

	<p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> • The average impact of behaviour interventions is four additional months' progress. <p><i>EEF – Improving behaviour in schools Teaching and Learning Toolkit.</i></p> <p>Research which led to the document above highlights that universal behaviour systems are unlikely to meet the needs of all pupils. For pupils with more challenging behaviour, the approach should be adapted to individual needs.</p> <p>Funding from our Pupil Premium and Recovery Premium budgets will be allocated to implement Thrive sessions for identified pupils across the school (individually, paired and small groups, as appropriate). Where more specialist support is required, counselling will be implemented for those pupils who have high behaviour or SMEH needs.</p> <p>As a school we need to ensure that SMEH continues to be a high priority across the school with a focus on pupils' mental health, well-being and behaviour.</p>	
<p>Implement a Thrive Parent course to work with parents / carers on with implementing strategies at home to support their child's behaviour and SMEH.</p>	<p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> • Parental engagement has a positive impact on average of 4 months' additional progress. <p>Following one of our Thrive Practitioners being trained to deliver Thrive parental courses.</p>	<p>1,2,4,5</p>

	<p>As a school we need to ensure that SMEH continues to be a high priority for school and home with a focus on pupils' mental health, well-being and behaviour.</p>	
<p>Increase attendance rates for pupils eligible for pupil premium across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly.</p>	<p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p>Improving pupils' attendance is often vital in boosting attainment. Increased focus on attendance is particularly important now, including the impact of term time holidays and medical appointments during school time (CAMHs linked). We will allocate some of our Pupil Premium funding to support our targeted work on attendance.</p>	<p>1,2,4,5</p>
<p>Maintain and fully fund staffing in our free Greggs Foundation supported breakfast club for Pupil Premium pupils.</p>	<p><i>EEF – Pupil Premium Guidance</i></p> <p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p> <p><i>EEF – Breakfast Club revised report</i></p> <p><i>The EEF report stated 'The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry.'</i></p>	

	<p>We will allocate some of our Pupil Premium funding to support the additional costs of our free breakfast club. Our breakfast club is vital to support our pupils and families linked to many of the challenges outlined above.</p>	
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Total budgeted cost: £119,068

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 2020 to 2021 academic year.

Below are the desired outcomes from the previous strategy and a brief review.		
	<u><i>Aim</i></u>	<u><i>Outcome</i></u>
A.	Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	<p>Overall attainment at the end of KS2 was below the national average.</p> <p>FSM6 (Pupils) overall attainment at was below the national average. We were in line with the national average in writing, RWM combined and GPS.</p> <p>Our 2023-2024 Year 6 cohort faced many challenges including high numbers of SEND, school refusers following COVID, significant outside agency involvement.</p>
B.	Continue to ensure that teaching, learning and assessment across the school is at least good for all pupil groups with a large proportion outstanding and that this is impacting on PP achievement in all classes, including more able disadvantaged and disadvantaged with SEND.	<p>All teaching, learning and assessment across the school continues to be good for all pupil groups.</p> <p>Staffing remained relatively unchanged last academic year as we have a very stable staffing structure / team.</p> <p>We will continue to monitor the impact of teaching and learning with the impact of mixed classes at KS2 and the continued increase in complex SEND needs.</p>
C.	Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases significantly.	<ul style="list-style-type: none"> Validated national attendance absence data for 2022-2023 demonstrated that we were above the national average for PP / FSM6 overall absence. (School 2023/2024: 7.27% against national 8.4%). Validated national persistent absence data for 2022-2023 demonstrated that we were below the national average for PP / FSM6 persistent absence. (School 2023/2024: 24.49% against national 29.26%). Absence levels for PP / FSM6 pupils are still too high and need to be a continued focus.

D.	Continue to improve children’s mental health, wellbeing and behavior through the embedding of Thrive and the Thrive Approach across all classes and the implementation of Counselling services, where appropriate, to ensure SEMH continues to be a high priority.	<p>We continue to experience an increase in the number of pupils needing SMEH support and the number of parents / carers requesting referrals to CAMH linked to mental health and behavior at home.</p> <p>Thrive parents / carers session delivered in Spring term 2024.</p> <p>Pupil voice surveys indicate improvements in mental health and wellbeing and a clear understanding of procedures in place across the school.</p>
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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
Essential Letters and Sounds (ELS) – phonics SSP	Oxford University Press
Essential Letters and Sounds (ELS) – spelling program for Year 2	Oxford University Press
Thrive	Fronting the Challenge Projects
TT Rockstars	Maths Circle Ltd
Spelling Shed	Ed Shed
Maths Shed	Ed Shed
Kapow Art Scheme	Kapow
Learn by Questions	Learn by Questions