

Pupil premium strategy statement 2021-2024 (Year 1)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Burradon Community Primary
Number of pupils in school	143 (23 in FS1)
Proportion (%) of pupil premium eligible pupils	38%
Detailed breakdown 2021/2022	55 FSM Primary 1 Post LAC 3 Service children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
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

Detail	Amount
Pupil premium funding allocation this academic year	£ 82,096.00 (Sept 2021- August 2022)
Recovery premium funding allocation this academic year	£ 8120.00
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	£ 90,216.00

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 to reach nationally expected standard at the end of Year 6.

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

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Improve the quality of teaching through staff personal development.
- Additional teaching and learning opportunities provided through trained school staff or external agencies.
- 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 tutoring and small group intervention.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Subsidise activities, educational visits and residentials 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 2019 identified 41% of pupils as FSM6 pupils compared to 23% national. This placed the school in quintile 1 and the top 20% of schools nationally. Currently 55 pupils are registered as FSM Ever 6 (Sept 2021) with our current 56% of our Y6 class, 50% of our Y5 class and 47% of our Y3 class with FSM6 entitlement.</p> <p>FSM uptake is 42% (60/143 pupils) (Oct, 2021). FSM class cohorts vary with our current FSM entitlement at 53% for Y3, 40% for Y4, 45% for Y5 and 44% for Y6.</p> <p>15 pupils (10%) are classed as long- term disadvantaged.</p> <p>Y6 = 56%, Y5 = 50%, Y4 = 37%, Y3 = 47%, Y2 = 14%, Y1 =28%,</p>

2	<p><u>Social care needs:</u></p> <p>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 2019 identified 36.7% of pupils as SEND Support compared to 12.6% national. This places the school in quintile 1 and the top 20% of schools nationally.</p> <p>At present 30% of pupils (FS2-Y6) are identified as SEND (support and monitoring). SEND cohorts vary across classes with our current Y5 class at 40% and our Y4 class at 33%. Currently 9% of pupils are accessing CAMHs or have been referred and are on the waiting list.</p> <p>We have 7 EHCPs. A further 3 pupils have proceeded to a statutory assessment being undertaken.</p>
5	<p><u>Impact of COVID-19:</u></p> <p>Engagement with home learning during this period was varied across our pupil premium families with some PP children engaging well and some families struggling to engage for a range of reasons. The impact of COVID has led to gaps in learning alongside negative impacts on the mental and physical wellbeing of some children and their families.</p>
6	<p><u>Attendance:</u></p> <p>The last validated data for overall attendance half terms 1-6 in 2018-2019 showed FSM6 pupils at 93.7%. In addition, 21.3% of FSM6 pupil were Persistent Absence (PA) pupils.</p> <p>Both outcomes were below national and absence rates 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
<p>1) Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantage pupils.</p> <p>Current class FSM6 entitlement is: Y6 = 56%, Y5 = 50%, Y4 = 37%, Y3 = 47%, Y2 = 14%, Y1 = 28%,</p>	<p>Historically, the school has consistently met the government's floor standards and continues to be not eligible for the school improvement support offered by DfE.</p> <p>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.</p>
<p>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 classes, including more able disadvantaged and disadvantaged with SEND.</p>	<p>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 all will have made at least good progress from their starting points</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>Pupils who are experiencing emotional and behavioural difficulties will be further supported through Thrive 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.</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: £43,737.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to implement pure year group classes across the school 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. 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.</p>	<p>1,2,3,4,5</p>
<p>Increase staffing in the EYFS by employing an HLTA to target communication and language development.</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 and phonics intervention.</p>	
<p>Additional SENDCo Leadership and Management release time to target increasing complex SEND in EYFS.</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 within the Early Years Foundation Stage, 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>Supporting high quality teaching is pivotal in improving children's</p>	<p>1,2,3,4,5,6</p>

	<p>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 in approaches to the teaching of phonics, reading, writing and maths mastery.</p> <p>In addition, individual members of staff have been enrolled on a National Professional Qualifications, HLTA status course, Thrive Practitioner courses, Maths Mastery program.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,594.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tutoring	<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>	1,2,4,5

	<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 tuition across Key Stage 2 through the National Tutoring Program using known staff, where possible.</p>	
HLTA structured intervention support in Y4	<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 in Y4.</p>	1,2,4,5
Level 3 TA structured intervention in KS2	<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</i></p>	1,2,4,5

	<p><i>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>Level 3 TA structured phonics, language and communication and SALT intervention in KS1 and Y3</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 1 and Year 3 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 based on phonics, language and communication and SALT.</p>	<p>1,2,4,5</p>

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

Budgeted cost: £10,450.00

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>1,2,4,5,6</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</i></p>	<p>1,2,4,5,6</p>

	<p><i>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 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>Ensuring that SMEH continues to be a high priority across the school with a focus on pupils' mental health, well-being and behaviour has never been more important given the impact of COVID-19</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>	<p>1,2,4,5,6</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, a targeted parental course will be delivered during Spring term 2022.</p> <p>Ensuring that SMEH continues to be a high priority for school and home with a focus on pupils' mental health, well-being and behaviour has never been more important given the impact of COVID-19</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, given the impact of COVID-19. We will allocate some of our Pupil Premium funding to support our targeted work on attendance.</p>	<p>1,2,4,5,6</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>The EEF report stated 'The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have</p>	

	<p><i>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: £100,781.50

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

All of the aims and outcomes from the 2020-2021 pupil premium strategy were limited by the COVID pandemic following the further closure of schools and the impact the virus had on attendance on individuals, families and whole classes linked to government guidance.

Strategies were implemented and appeared to initially be having a positive impact during Autumn Term 2020 before schools were closed again in January 2021.

Below are the desired outcomes from the previous strategy and a brief review.

	<u>Aim</u>	<u>Outcome</u>
A.	Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantage pupils. Our current class FSM6 entitlement is Y6 = 47%, Y5 = 54%, Y4 = 43%, Y3 = 33%, Y2 = 29%, Y1 = 7%,	Assessment arrangements for 2021 were stood down by the government. Autumn Term 2020 and Summer Term 2021 internals data is available.
B.	Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils (particularly mathematics in KS1 and reading in KS2, OFSTED 2017)	Assessment arrangements for 2021 were stood down by the government. Autumn Term 2020 and Summer Term 2021 internals data is available.
C.	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.	Prior to the pandemic, all teaching graded as at least good across the school. Staffing remained unchanged during the pandemic as we have a very stable staffing structure / team.
D.	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.	Attendance improved across the school for the Autumn Term 2020. School was 3.83% absence and therefore in line with the national which was 3.7%

		Persistent Absence was better than national with school at 7.75% against a national of 9.88%
E.	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.	Despite the pandemic and the disruption to education last academic year, individual pupils showed progress within the strand they were working on.

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
Thrive	Fronting the Challenge Projects
TT Rockstars	Maths Circle Ltd
Spelling Shed	Ed Shed
Maths Shed	Ed Shed
Fiction Express	Fiction Express Education

Further information (optional)

- Headteacher (Miss Angela Hunter) and Mrs Janice Gibson (Co-opted Governor) are both trained Pupil Premium Reviewers.
- Headteacher (Miss Angela Hunter) was seconded to the Local Authority as Pupil Premium Lead for 1½ days per week across Autumn Term 2018 and Spring Term 2019. The previous academic year, the Headteacher was seconded for 2 days per week across the Spring and Summer Term 2018 as Pupil Premium Lead.
- We achieved a Pupil Premium Award in 2016 in the Key Stage 2 category in terms of attainment and progress of our disadvantaged pupils since 2011.