

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Burley Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	13.04% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nanette Allies
Pupil premium lead	Claire Bleakley
Governor / Trustee lead	Sian-Elen Fernyhough

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,160 (financial year 2023-2024)
Recovery premium funding allocation this academic year	£1,087.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,247.50

# Part A: Pupil premium strategy plan

## Statement of intent

We are committed to ensuring all pupils, regardless of their background or the challenges they face, make good progress and that the teaching and learning opportunities meet the needs of all of our pupils. The intention of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We have reviewed the impact of our last pupil premium statement and analysed the data for pupils on our current pupil premium registers. We have also considered the challenges faced by our vulnerable learners and then have used this information to plan how we can best support these learners to reach their full potential.

At the centre of our approach is high-quality teaching, with a focus on removing barriers to learning created by poverty, family circumstance and background.

Our Pupil Premium funding is used to narrow the gap in achievement between those children who are vulnerable to possible underachievement and who attract the funding, and those who do not. We also provide enrichment for children to ensure there is equity of opportunity for all. This plan outlines how we ensure the funding is used to its maximum effect.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Writing</b> Data shows the attainment and progress in Writing is not consistently being made for all pupils on the pupil premium register. 57% of pupils on the pupil premium register are working below ARE in writing.
2	<b>Reading</b> Data shows the attainment and expected progress in Reading is not yet consistently being made for all pupils on the pupil premium register. 50% of pupils on the pupil premium register are working below ARE in Reading.
3	<b>Fewer life experiences and opportunities.</b> Financial hardship results in some pupils being at risk not having equal access to the same enriching curriculum as their peers.
4	<b>Pupils emotional health and well-being</b> Our assessments, observations (including Cpoms data) and discussions with families have identified emotional health and well-being needs for many pupils, including a

	reluctance to engage in classroom activities or resilience to recover when learning feels challenging. These challenges particularly affect disadvantaged pupils and have been impacted by school closure to a greater extent than other pupils. National studies support these findings.
5	<b>Children on SEND and PP register</b> 35.7% of pupils on the pupil premium register are also on the SEND register.

## 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
All pupils will make at least expected progress in Writing.	Pupil progress meetings and data ensures pupils make at least better than expected progress. Data to show evidence of progress (closing the gap) and attainment having improved in writing for pupils on the pupil premium register.
All pupils will make at least expected progress in Reading.	Pupil progress meetings and data ensures pupils make at least better than expected progress. Data to show evidence of progress (closing the gap) and attainment having improved in Reading for pupils on the pupil premium register.
Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the same experiences as other pupils.	Pupil premium money to subsidise the cost of school and residential trips. These children will have the opportunity to access varied life experiences which will improve their skills including communication and literacy.
Support and guidance provided for children and families in managing challenging circumstances including those pupils who need support to manage their emotional health and well-being.	Evidence of learning behaviours will have improved particularly resilience and self & regulation of emotions. As a result of this attainment will improve due to their growth mind-set. Early family support improves the quality of a child's home and family life which enables them to perform better at school.
Targeted support to ensure pupils on the pupil premium register with SEND make good progress.	Appropriate external support is secured for children to support progress e.g. EP cognitive assessments.

	TA support (2:1) to ensure progress for individual pupils on the PP and SEND registers.
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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: £7165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. <b>£800</b>	Standardised tests provide teachers with reliable data to identify pupils' learning needs, review progress and address underperformance. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	2
Pupil premium lead to monitor impact of PP expenditure each half term. <b>£1200</b>	Pupil conferencing, data analysis and learning walks. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	1,2
Coaching support for staff to ensure teaching is consistently good across the school. <b>£3200</b>	The coaching approach improves teaching and learning and enables all children, including disadvantaged learners to make good progress from their starting points. <i>Five evidence based strategies for pupils with special educational needs send / Education Endowment Foundation.</i>	1
Termly pupil progress to address gaps in learning, raise the profile of pupil's needs and accelerate progress. <b>£1200</b>	Based on experience raising the profile amongst staff of all target children and their individual needs is key to identifying the right support and making accelerated progress.	1, 2
CPD – Phonics lead able to mentor and coach staff as required. <b>£765</b>	A systematic phonics programme for all ensures outcomes for all.	1

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

Budgeted cost: £8664

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA employed to support children that are on both the PP and SEN registers. . <b>£8664</b>	One to one teaching to ensure gaps in learning are supported and accelerated progress is made.  <i>EEF Making the best use of teaching assistants.</i>	5

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

Budgeted cost: £7418.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips / enrichment workshops to be subsidised for pupils on PP register. <b>£2000</b>	Some pupils do not have access to activities which promote cultural capital which can impact their learning.	3
Contribution towards Pastoral support Lead <b>£4431.50</b>	To support children's emotional wellbeing through early help referrals through meetings with parents and providing support and advice for families whilst liaising with external agencies.  <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	4
Cost of ELSA (one afternoon per week) <b>£987</b>	Support provided for children managing challenging circumstances including those who need support to manage their emotional health and well-being.  <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	4

**Total budgeted cost: £23,247.50**

## 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 2022 to 2023 academic year. Further information (optional)

Desired outcomes	Impact
1. All pupils will make at least expected progress in Writing.	Summer data drop: 24% made ARE in writing 65% close to ARE 12% Working towards ARE
2. All pupils will make at least expected progress in Maths.	47% made ARE or above (35% ARE, 12% GDS) 24% pupils close to ARE 18% Below age related 12% no data for.
3. Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the same experiences as other pupils.	All pupils accessing trips.
4. Support and guidance provided for children and families in managing challenging circumstances including those pupils who need support to manage their emotional health and well-being.	No. of families currently receiving pastoral support: 6 No. of pupils currently receiving pastoral support: 8 Cpoms incidents under the category for behaviour for pupils on PP register: Autumn term - 57 Spring term -25 Summer term - 17 Termly Wellbeing newsletters by Pastoral Lead. Padlet added to regularly.
5. Targeted support to ensure pupils on the pupil premium register with SEND make good progress.	Final EHCP now in place for 1 pupil. LSA working 1:1 and with small groups for a pupil with an EHCP. LSA working with individuals and small groups both inside and outside classroom to meet needs.

## 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Collins
Times table rockstars	
NFER	