



Burrowmoor Primary Academy Pupil premium strategy statement

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	330
Proportion (%) of pupil premium eligible pupils	42.7% (141 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Ruth Bailey- Headteacher
Pupil premium lead	Ruth Bailey Headteacher
Governor / Trustee lead	Alan Ball

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205 155
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ not being used
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£205 155

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are young carers. The plan we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside high-quality teaching, we employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils:

- Weak language and communication skills.
- Less support at home.
- Attendance and punctuality issues.
- More frequent behavioural issues.
- Lack of confidence.
- Social and emotional issues.
- Lack of breakfast at home.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Writing.
2	Early Reading and Phonics.
3	Attainment in Maths.
4	Behaviour strategies and training.
5	Poor oral language, communication skills and vocabulary gaps in pupils from Reception through to Key Stage 2.
6	SEMH difficulties amongst children and our families.
7	Attendance for disadvantaged children and those with an additional Special Educational Need.
8	Parental engagement with supporting children's learning.
9	Early support for our families with a particular focus on disadvantaged families.
10	Cultural capital for our disadvantaged children.

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
Children to make the same progress as their peers in reading, writing and maths.	The progress data for children eligible for pupil premium funding is the same or better than that of their peers in reading, writing and maths.

Children to close the attainment gap between them and their peers in reading, writing and maths.	The attainment gap between those eligible for pupil premium funding that their peers in reading, writing and maths decreases each year.
Children close the attainment gap between them and their peers in Phonics.	Improved scores by the end of the year from initial baselines.
High level behaviour improves.	Reduction in Exclusions – 15 in Autumn 1 - 2023. Reduce further.
Learning behaviour across the school improves.	Children take pride in their work and want to share their achievements with each other. Classrooms enable children to be independent and resilient learners. Passive learners identified and paired with appropriate learning partners to help support their learning behaviour.
Improved oral language skills and vocabulary.	Children identified and supported early for S + L support. Assessments and observations show significantly improved oral language among disadvantaged pupils throughout the school from their baselines. Training put in place for staff to work alongside the S+L teacher to ensure continued professional development.
Children to have good mental health and general wellbeing, ready to learn	Children are in school and ready to learn. Children are able to talk about their mental health. Staff will be able to provide strategies that support their management of the emotional well-being in school.
Families mental health improved	Children are in school and ready to learn. Families are ready for school- attendance and lates improve.
Improved and sustained attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained and high attendance from 2023-2024 demonstrated by: -the overall attendance of all pupils improves. -the gap between the attendance of non-disadvantaged and disadvantaged pupils closes. -percentage of persistent absentees improves mean children miss less education.

<p>Early support for families which will in turn help support the children.</p>	<p>Families are identified and support is put in when need is at a lower level. External low-level support is signposted to families.</p> <p>Continued support where external agencies are involved.</p> <p>Children are in school and ready to learn. (monitor attendance of those families who we are supporting).</p> <p>Help to improve children's long-term outcomes.</p> <p>Fewer families need higher level external support.</p> <p>Improved parental engagement.</p>
<p>Children's learning experiences will be widened through supporting access to visits, visitors, clubs and extra-curricular opportunities.</p>	<p>Increase knowledge of experiences that lends itself to in class learning.</p> <p>Disadvantaged children have access to visits, visitors, clubs and extra-curricular opportunities.</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: £58000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access CPD (including implementing 'Mastering Number' programme across Reception and Key Stage 1).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Focus on improving Mathematics in the Early Years and Key Stage 1</p>	3
<p>Implementation of consistent approach to the teaching of Reading across school. Staff CDP and release time for Literacy Lead to research, plan and implement this new approach.</p>	<p>See EEF Toolkit: Reading comprehension strategies: Reading comprehension strategies focus on the learners' understanding of written text.</p> <p>High quality teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	2
<p>Staff CPD-weekly TA training as well as external training opportunities for all.</p>	<p>High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and training days.</p>	All
<p>Purchase of a writing scheme- 'Pathways to Write' to secure stronger writing planning and teaching with the</p>	<p>Pathways to Write is a writing programme for primary schools with a proven methodology built around units of work which develop vocabulary, reading and writing through the mastery approach.</p>	1

disadvantaged in mind.		
Introduction of Writing Recovery to use with identified children.	Writing Recovery is a writing programme for primary schools to help children catch up and close the gap to their peers.	1
Support of ECTs into their 3 rd year.	High quality CPD is essential to follow EEF principles. Additional support for these teachers due to limited support in previous years.	1, 2, 3, 4, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3
Additional Phonics books to support home reading.	EEF teaching and learning toolkit – parental engagement	2, 5, 8
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	6, 9

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

Budgeted cost: £ 64000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Structured interventions for Writing across school.	Pupils' historical attainment show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made. Gaps identified by diagnostic assessments. Small group tuition to support these children in closing the gap to their peers.	1
Structured interventions for Maths across school.	Pupils' historical attainment show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made. Gaps identified by diagnostic assessments. Small group tuition to support these children in closing the gap to their peers.	3
Speech and Language interventions for identified children led by a designated and trained SALT TA.	TA to carry out 1:1 sessions with children currently working with SALT to reinforce what has happened in these sessions. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	5
Implementation of Word Aware across the school to expose children to richer vocabulary.	Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English	5

	as an additional language, but it will extend the word learning of all students.	
Deployment of Key Stage 1 and 2 TAs.	Effective deployment of staff to deliver structured interventions or one-to-one support in addition to the above.	1, 2,
Purchase of TT Rockstars/ NumBots subscription	The EEF Teacher Toolkit states ‘Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.’ These platforms are used alongside first quality teaching which is also encouraged by the findings of the EEF who found ‘Evidence suggests that technology approaches should be used to supplement other teaching’. Used as homework .	3, 8
Parental workshops	To work closely alongside families to ensure they are able to support the children’s learning at home. EEF- Parental engagement	8

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

Budgeted cost: £ 83000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

attendance/support officers to improve attendance.		
Play Therapy	To support children's social, emotional, cognitive, physical, creative and language development when dealing with uncertain previous and current situations. Play therapy helps support children in a nonthreatening way at the child's pace.	6,7
Providing early support to parents.	The main focus for early help is to improve outcomes for children.	6, 9
To run an 'Incredible Years parenting course'	The Incredible Years evidence -based programmes for parents, teachers and children reduce challenging behaviour in children and increase their social emotional learning and self-control skills.	2, 9
Additional Forest school sessions to support SEMH	To provide additional sessions for identified children/ classes to help develop confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.	6
To train TAs in Elsa to allow them to support children with their emotional well being	SEL interventions are almost always perceived to improve emotional or attitudinal outcomes. Elsa training will provide TAs with emotional literacy support and allow them to support the emotional well being of the children.	6, 7
Subsidised breakfast and afterschool club	Research shows that hungry children do not perform as well. Children have this time to talk and settle before entering the classroom. To also help the children where being late presents as an issue. Homework club for targeted children to access and be able to complete their homework.	6, 7, 9
Subsidised clubs and trips	Children from lower income families may not be able to attend extra-curricular provision, trips or residentials and this will disadvantage their access to a broad and balanced curriculum and give them the same opportunities to broaden horizons, inspire and raise aspirations.	10

Subsidised Music lessons	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	10
Parental workshops	<p>To work closely alongside families to ensure they are able to support the children's learning at home. EEF- Parental engagement</p> <p>To work closely alongside families to ensure they are able to support the children's learning at home.</p>	8
Training up a Mental Health First Aider to support children, staff and families at school.	<p>MHFA England want to create an unshakable belief that we can talk freely about mental health and seek support when we need it.</p>	6
Mental health lead to come into school to support children and school staff with support staff then continuing sessions afterwards.	<p>Well-being warriors provide an evidence-based intervention to support children's mental health and well-being.</p>	
To purchase sensory equipment for our high need SEND children to support them being ready to learn in class.	<p>To allow SEND children to access equipment to support them in being ready to learn in class.</p>	6
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 205000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There is no information for the previous year as we are a new school with a new DfE Number 873-2101

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