

# 1 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	Burham CEP School
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs H Goddon
Pupil premium lead	Mrs C Nettleingham
Governor / Trustee lead	Mr B Worth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17460
Recovery premium funding allocation this academic year	£2000
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	£19460

## Part A: Pupil premium strategy plan

### Statement of intent

At Burham School 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. Our child centred school approach enables pupils to develop the skills and knowledge they need to reach their full potential in all that they do. Our Pupil Premium Strategy is focused on supporting disadvantaged pupils overcome barriers to learning through a range of strategies to ensure all pupils, regardless of their ability are appropriately supported and challenged enabling them to move successfully onto their next steps of learning.

Using research from the Education Endowment Foundation we carefully plan expenditure based on the usefulness and effectiveness of various strategies ensuring that interventions have high impact and are cost effective.

The following strategies are used to help improve the outcomes and attainment of our disadvantaged children with the intent of closing the gap between disadvantaged and non-disadvantaged pupils:

- Access to quality first teaching
- Effective deployment of Teaching Assistants
- Mastery learning
- Oral language interventions
- Parental involvement/engagement
- Reading comprehension strategies
- Small group tuition
- SEMH support
- Funded places at breakfast and after school clubs
- Personal resources and equipment
- Funded places on trips and additional activities such as sports clubs

Pupil progress and attainment is carefully monitored by the schools leadership team and formal written assessments where appropriate. Termly Pupil Progress meetings enable us to track disadvantaged children and put in place provisions required to further develop and support their learning.

### Challenges

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

Challenge number	Detail of challenge
1	Social Emotional and Mental Health Assessments and observations indicate that the Covid pandemic and school closures continues to impact the wellbeing and education of some disadvantaged pupils. Some Pupil Premium pupils have been identified as having social and emotional, mental health, self-confidence and anxiety issues. These challenges have negatively affected attendance and performance of these pupils.

2	<p>Reading</p> <p>Assessments and observations indicate that there has been a drop in Pupil Premium reading attainment. Overall, a low number of disadvantaged pupils are accessing reading at home and display poor language development.</p>
3	<p>Attendance</p> <p>Some Pupil Premium pupils have low attendance and others are frequently late to school. This is having a negative impact on academic progress and requires improvement.</p>
4	<p>SEND</p> <p>50% of our Pupil Premium pupils have SEND needs requiring specific interventions to target learning difficulties. The majority of these pupils are working below the expected level in one or more areas of RWM.</p>
5	<p>Writing</p> <p>Assessment and observations indicate that Pupil Premium attainment is less than all children in writing. Some pupils have low oracy skills, this affecting both communication and writing.</p>
6	<p>Mathematics</p> <p>Assessment and observations indicate that Pupil Premium attainment is less than all children in maths. End of year assessment indicates that children have low starting points and that Mathematical fluency and reasoning needs developing to raise attainment in maths.</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
Supporting all children and vulnerable families with SEMH needs.	<p>Improved attendance of Pupil Premium pupils in line with non- Pupil Premium.</p> <p>Effective use and monitoring of CPOMS by staff and DLS to record and track vulnerable pupils.</p> <p>Boxall, Leuven, Maslow SENCO assessments to show increased wellbeing.</p>
Improve attainment in reading.	<p>A raise in reading attainment. Data to reflect an improvement when compared to last academic year.</p> <p>The attainment gap between PP and non-PP pupil will decrease from the previous year.</p>
Improved attendance and lateness.	Pupil Premium attendance in line with whole school.
SEND pupils make expected progress in line with the whole school.	<p>Regular, effective monitoring and assessment of pupils on the SEN register to track attainment and identify individual pupil needs.</p> <p>Needs targeted through impactful interventions, effective differentiation and implementation of EHCP requirements, where necessary, to enable academic progress.</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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Wellbeing development.	<p>EIF evidence associates childhood social and emotional skills with improved outcomes at school and in later life. Evidence also suggests that these skills can be improved purposefully through school-based social and emotional learning (SEL) programmes.</p> <p><a href="https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report">https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report</a></p>	1, 2, 5, 6
CPOMS continued use and monitoring	<p>Keeping Children Safe in Education states that <i>‘No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.’</i> CPOMS states that it enables quick, easy and secure recording of all information in a centralised place enabling the effective recording and tracking of safeguarding, wellbeing and pastoral issues.</p>	1, 3
The introduction of a new curriculum in English and foundation subjects to ensure progression across Year groups and ‘sticky learning’	<p><a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#evaluating-the-quality-of-education-part-2">https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#evaluating-the-quality-of-education-part-2</a></p>	1, 2, 3, 4, 5, 6
Continue to embed Little Wandle SSP throughout the school. Annual training for all staff to ensure phonics teaching is high-quality and consistent throughout the school.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3, 4

<p>CPD for subject leaders to support the delivery of high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils.</p>	<p>EEF research states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. Teacher CPD will have a direct impact on improving the academic achievements of disadvantage pupils particularly in maths and English.</p>	<p>2, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)  
 Budgeted cost: £ 7,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Targeted TA groups.</i></p>	<p>Teaching assistants timetabled and deployed to support teaching of maths and English in all year groups.</p> <p>Reading support for children below age expected to get adult attention and monitoring of progress on a daily basis.</p> <p>Implementation of physical activities and sensory interventions to support concentration and focus.</p>	<p>2, 5</p>

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase physical & outdoor learning and metacognition development opportunities for all, including residential.	Research from EEF suggests that outdoor learning provides SEL opportunities, which in turn impacts pupils' decision making skills, interaction with others and their self- management of emotions. Social and Emotional Learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Council for Learning Outside the Classroom <a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a>	1
Forest School lessons for all children throughout the year, led by a qualified Forest School teacher.	<a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</a>	1, 3
Support funding with school trips, activity clubs (including clubs run by teaching staff) and uniform for FSM.	Ensuring children have equal access to uniform and enrichment is essential to them feeling a part of the school community.	1, 3
Chrome books to enable access to tuition programmes.	EEF identifies that an excellent holistic learning experience via one-to-one tuition individualises learning and has the potential to accelerate it. Interactive boards and chrome books will enable pupils to access these learning opportunities.	2, 4, 5

**Total budgeted cost: £ 17000**

## 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.

We have analysed the performance of our school's disadvantaged children during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our school has not yet published their 2023 key stage 2 results as The DfE will not be publishing this data until December 2023.

Data from tests and assessments suggest that, despite some strong individual performances, the overall progress and attainment of the school's disadvantaged children in some areas was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged children had less impact than anticipated.

The attainment gap between our disadvantaged children and non-disadvantaged children has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

### Externally provided programmes

Programme	Provider
Language Link/Speech Link	Speech Link
123 Maths Intervention	123maths.co.uk

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A