

# Pupil premium strategy statement – Burham CE Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	February 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs H Goddon
Pupil premium lead	Headteacher
Governor / Trustee lead	Mr R Worth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,450
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,450

# 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, achieve in-line with non-disadvantaged children and make good progress regardless of their starting points. 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 high 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

To ensure the approaches are effective we will: ensure disadvantaged children are challenged in the work that they are set; act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve. Pupil progress and attainment is carefully monitored by the school 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	SEMH support needs. 48% of disadvantage pupils have been identified as needing additional SEMH support and intervention. 33% of the SEND register are PP children.

2	Low attendance of PP children. Recent figures show that of the 18.93% persistence absences 46.88% of pupils are pupil premium.
3	Data shows that disadvantaged children achieve less well in their phonics screening. Of the current year two cohort, 68% of the class passed their year one phonics screening. 33% of those who did not pass were PP children. Of the current year 3 cohort, 68% of the class passed their phonics screening in year one and of the year 2 retakes 20% didn't pass with 10% being PP.
4	Disadvantaged children achieve less well in reading, writing and maths. Combined reading, writing and maths data indicated that currently 22% of PP achieving combined expected whilst 54% non PP achieved combined expectations.
5	Speech and language difficulties on entry to Reception. Speech – 36% of current year R pupils required language intervention upon entry to year R. Of this number 20% are disadvantaged pupils. Language – 14% of current year R pupils required language intervention upon entry to year R. Of this number 50% are disadvantaged pupils.

## 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
Support children and families whose emotional needs are impacting on academic, emotional and physical success	Children will have been supported and progress will be maintained.
Attendance for vulnerable groups will be in line with all children.	Attendance will be at 96% (or higher) for all pupils in all year groups.
Children with SEND will have increased support to ensure progress in line with those of non-disadvantaged pupils.	Progress of SEND children will be good and improved attainment in reading, writing and maths and wider curriculum subjects is achieved.
Attainment gaps in all subjects will have reduced	Pupils make progress in line with non-PPG pupils in schools. Increased combined score.
Improved speech and language opportunities and outcomes for disadvantaged children.	A reduction in the attainment gap between children with poor speech and language skills at school entry and those with strong speech and language skills on entry to the school.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD from English Advisor Specialist to support the development and embedding of English and phonics curriculum throughout the school. Training for all staff.	Professional, high quality CPD from an expert only serves to improve the delivery of a curriculum and intervention, ensuring all time and finances are utilised efficiently. <a href="#">Effective Professional Development   EEF</a>	1, 3
Continue with the Maths Mastery training and become a TRG School.	The impact of mastery learning approaches is an additional five months progress on average over the course of a year according to the EEF toolkit. It is most effective when pupils are given opportunities to work in groups and take responsibility for supporting each other's progress.	4
Additional TAs to facilitate smaller group teaching.	The EEF toolkit has identified that smaller group teaching allows staff to change the way in which they teach by ensuring more high-quality interactions providing greater quality and quantity of feedback to individual pupils. Providing feedback is well-evidenced and has a high impact on learning outcomes by providing specific information on how to improve. <a href="#">Small group tuition   EEF</a>	1,3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group TA support with specific SEND TAs	According to the EEF, small group tuition can help students make significant progress by offering intensive, targeted academic support to those with low prior attainment or at risk of falling behind. This approach enables teaching assistants to concentrate on the needs of a few students, tailoring instruction to match their understanding. Small group tuition also provides more opportunities for interaction and feedback than whole-class teaching, helping students overcome learning barriers and improving their access to the curriculum.	1, 3, 4, 5

Little Wandle catch up and additional phonics intervention support.	<a href="#">Phonics   EEF</a>	3, 5
Speech and Language assessments and implementation of support programme. TA 1:1 and group work weekly.	<a href="#">Communication and language approaches   EEF</a>	3, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded extra-curricular trips and residential opportunities.	<a href="#">Physical activity   EEF</a> Evidence supports that high-quality physical activity has a positive impact on academic performance.	1, 2
Breakfast and after school club provision	<a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a> According to EEF, breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year	1, 2
Music lessons	<a href="#">Arts participation   EEF</a> Research indicates that creative arts participation has a positive impact on academic outcomes as well as positive attitudes to learning and increased well-being.	1, 2
Play therapy – one afternoon per week to support with SEMH needs	<a href="#">Social and emotional learning   EEF</a>	1
TA SEMH	<a href="#">Social and emotional learning   EEF</a>	1

**Total budgeted cost: £ 25,450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance for 2023-24 was 92.1% for disadvantaged compared to 95.4% non-disadvantaged. National attendance for all schools was 92.9% and so PP attendance was in line but still behind non-disadvantage pupils

Data demonstrated that 67% of PP pupils achieved combined expectations in the end of KS2 assessments. This was higher than the combined level achieved by non-disadvantaged pupil of 59%. Of this data 100% of PP children achieved expected or above in reading with 67% of pupils achieving expected or above in writing and maths.

End of KS2 data is as follows:

	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
<b>Results:</b>	78%	22%	62.96%	7.41%	78%	22%

Since September 2023 there has been a substantial increase in PP numbers. Starting the academic year with 9% of the school and increasing to a current 16% of pupils. As numbers have increased we have adjusted the provision in place. In addition to classroom intervention and assessments we have had an increased need for family support through the provision of food parcels as well as access to breakfast club for meals.

We are on target to achieve the outcomes of our strategy. We have put measures in place to further support disadvantaged pupils through the appointment of a HLTA to oversee SEMH and attendance. This will have an impact on increased attendance. The curriculum as well as interventions have become fully embedded through staff development, which will progress speech, language and phonics needs. We have introduced a diverse extra-curricular programme at the school as well as a progressive residential offer, which is accessible for PP through funding.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
TTTRS/Numbots	Maths Circle
Number Stacks	Number Stacks
Language Link/Speech Link	Speech Link
123 Maths	123 Maths