

Pupil Premium Strategy Statement 2024-25

Burrough Green C of E Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|----------------|
| Number of pupils in school | 56 |
| Proportion (%) of pupil premium eligible pupils | 18.2% |
| 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 | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | David Sandford |
| Pupil premium lead | David Sandford |
| Governor / Trustee lead | Anthea Kenna |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £17,760.00 |
| 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> | £0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <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> | £17,760.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Burrough Green C of E Primary School, we recognise the extra challenges that pupils in receipt of Pupil Premium Funding face. As a school we use the extra Pupil Premium Fund to mitigate against these challenges and give pupils the best chances. This may be in the form of academic tuition, access to mental health or other such services, continuing CPD to ensure the curriculum is delivering the best opportunities or ensuring that there is the best Quality First Teaching in every class in every lesson.

Our ultimate goal is for all disadvantaged pupils to achieve their full potential and maintain progress in line with their peers or to exceed this expectation. These pupils will be a focus in our Pupil Progress Meetings every term to ensure they are on track for meeting their targets. Those identified as at risk of falling behind will receive structured academic support put in place to prevent this.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | In some cases, disadvantaged pupils are not meeting the age related expectations in reading, writing and maths. |
| 2 | Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning. |
| 3 | Spoken language skills and breadth of vocabulary needs developing in some cases |
| 4 | In some cases, there is poorer access to resources and cultural life experiences. |

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>More pupils in receipt of Pupil Premium Funding will have reached the end of year expectations for their age or made at least good progress.</p> | <p>School data will show that by the end of the academic year, pupils in receipt of Pupil Premium will reached age related expectations or made at least good progress.</p> |
| <p>To ensure classroom provision is effective to meet the needs of the disadvantaged so that they make progress in line with, or greater than, their peers.</p> | <p>SLT monitoring of lessons, book studies and end of year data show that Pupil Premium pupils are making progress in line with, or greater than national expectations.</p> <p>Subject leaders/Class teachers are able, in pupil progress meetings to easily identify pupils who are at risk of underachievement.</p> <p>The pupils who have been identified receive targeted teaching. This will address misconceptions and enable the pupils to 'bridge the gap' enabling them to achieve their full potential.</p> |
| <p>To ensure the physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils the best chance of learning.</p> | <p>Pupils are engaged with their learning.</p> <p>Pupils and parents report a noticeable difference according to the service they receive.</p> <p>There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on their learning and that of others around them.</p> |
| <p>To ensure the curriculum is enriched with experiences, visits and visitors. To sustain the range of cultural and sporting opportunities at school. To increase the participation of disadvantaged children (and their parents and carers) within school.</p> | <p>Ensure Pupil Premium children access the full curriculum, including visits.</p> <p>The percentage of Pupil Premium children accessing clubs etc. is in line with (or exceeding) the school percentage of Pupil Premium pupils.</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

Budgeted cost: £17,760

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Reading Interventions Phonics Interventions Speech and Language Interventions Maths Interventions Priority Reader Interventions Pupil Progress Meetings 'Keep up, not catch-up' Intervention (pre-teaching and over-teaching) | <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research shows a big difference in language development of disadvantaged pupils in relation to non-disadvantaged pupils. Vocabulary acquired by Pupil Premium pupils needs to be at least in line with other pupils</p> | 1, 2, 3 and 4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted academic support to ensure disadvantaged learners close the academic gap between themselves and their peers. Phonics intervention | <p>All pupils in receipt of pupil premium funding will have targeted academic support either one-to-one or in small groups.</p> <p>This includes those already working at age related expectation as evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing.</p> <p>These pupils should receive just as much focus as less academically able pupils.</p> <p>EEF: One to one tuition</p> | 1, 2, 3 and 4 |

| | | |
|--|--|--|
| | <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p> | |
|--|--|--|

Total budgeted cost: £17,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Burrough Green C of E Primary School, we identify pupils in receipt of Pupil Premium Funding. We look at each pupil on an individual basis to recognise any additional needs that pupils may have.

During the past year we have used funding to support the academic needs of these pupils, ensuring that we are doing what we can to 'close the gap' between the disadvantaged and non-disadvantaged pupils.

We used a system of pupil progress to identify learning gaps of any pupils in receipt of the additional funding. Using Teachers, TAs and HLTAs, we worked with these children in either a small group or in a 1:1 capacity to close attainment gaps.

Our KS2 data showed there is a need to focus on writing across the school. This has been worked into this year's School Improvement Plan and is a key priority. Early reading and phonics catch-up is also an area of focus.

The KS2 overall percentage (64.3%) was considerably lower than the percentage for each discipline (Reading 71.4%, Writing 78.6% and Maths 78.6%). Tracking needs to improve as well as the provision for these weaknesses.

All data, at all levels is stronger than 23-24.

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 |
|-----------|----------|
| N/A | |
| N/A | |