



*Opening up the world for our children and families*

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Burrowmoor Primary School
Number of pupils in school	377 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	131 (35%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Diane Hawkes/ Suzanne Thorbinson
Pupil premium lead	Suzanne Thorbinson
Governor / Trustee lead	Shan Oswald

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,740
Recovery premium funding allocation this academic year	£18,270
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 – N/A	£188,010

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimately the objective for our disadvantaged pupils is to enable them to access the same opportunities as non-disadvantaged pupils; to be able to experience the same things as them, and for our disadvantaged pupils to have the world and their futures opened up.

Our current plan focuses on ensuring practically that pupils are given the support they need in order to attain the best that they can. Although our pupil premium percentage is officially 35%, the percentage of pupils who come from vulnerable family units is actually greater than this, standing at approximately 55%. One of the greatest barriers that we face here at Burrowmoor is the amount of parents who themselves struggle with mental health issues, which has an understandable impact on our children. We are dedicated to ensuring that these challenges do not put a 'glass ceiling' on our children's achievement and to show them that we will support them in looking positively to the future.

We have ensured that our breakfast club is available to those who would benefit from a more structured start to the day. We have already begun to see improvements with these children, as they are given that extra time in the morning to settle and are in a better place to learn when school actually starts.

The school has brought in the STEPS approach to behaviour management, as well as joining the Thrive approach. These are focused on mental health and well-being, identifying where pupils may have experienced emotional gaps which have had an impact on their social and emotional development. This works in tandem with the counselling being provided to some of our most vulnerable children and also the work that our staff facilitating the Den and other alternative provisions do in order to address some of these gaps.

Our key strategies are aimed at ensuring that our pupils have their basic and emotional needs met, which assists them to regulate their behaviour and enables them to access learning. All of our staff are passionate about opening up the world to our pupils to ensure that despite the fact that some are classed as disadvantaged, we will do all we can to support them in achieving their full potential.

## Challenges

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

Challenge number	Detail of challenge
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1	Lack of family support with education
2	Attendance
3	Limited vocabulary knowledge
4	Lack of self-regulation behaviour
5	Socio-economic difficulties due to COVID 19 pandemic – lots of instances where parents/carers lost jobs
6	Lack of wider experiences, which build on social and cultural capital – visiting other areas/trips.
7	Gaps in learning due to COVID 19 lockdowns
8	Low aspiration

## 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
Wider curriculum enables disadvantaged pupils to have the same social and cultural capital experiences as all children.	<ul style="list-style-type: none"> <li>- All disadvantaged pupils who wish to take part in residential visits are supported to do so.</li> <li>- Greater uptake of visits and opportunities such as music tuition to provide a range of experiences within school for all children.</li> <li>- Higher engagement in attending clubs</li> </ul>
Improve behaviour	<ul style="list-style-type: none"> <li>- More children able to remain in class for lessons</li> <li>- Strategies in place to support high SEMH needs</li> <li>- Use of Thrive</li> </ul>
Progress in Reading.	Achieve at least national average progress for all children in KS2 and KS2 reading.
Progress in Writing.	Achieve at least national average progress for all children in KS2 and KS1 writing.
Progress in Mathematics.	Achieve at least national average progress for all children in KS2 and KS1 maths.
Phonics in line with national average expected standard.	Year 1 phonics screening data is in line with national data for all children.
Achievement of GLD is in line with national figures.	By end of Reception year, GLD data is in line with national data for all children and particularly in the area of C&L and PSED.
Improved attendance	Attendance for disadvantaged children in-line with national attendance data for all children.
Improved parental engagement with children's learning.	<p>Improved support for home-learning tasks (homework). More children bringing in homework.</p> <p>Target average of 90% of all children completing home-learning tasks over a half-term.</p>

	Reignite parent's interest in their child's education by restarting the Topic Tasters. Target of 85% of all families to attend Topic Tasters.
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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: £68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust plan for CPD events linked to identified curriculum priorities and performance management targets.	EEF – High Quality Teaching – ‘ <i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</i> ’	3,6,7,8
Opportunities for developing teachers’ pedagogical approaches to support vulnerable children.	EEF – High Quality Teaching – ‘ <i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</i> ’	3,6,7,8
Recruitment of staff to address gaps in learning.	EEF – Small group tuition - +4	1,2,3,4,7
Extra targeted steps training for identified staff.	EEF – Behaviour Intervention - +4	4

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

Budgeted cost: £65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – Reading in groups of 1:3 KS2 – Y3 to Y6	EEF – Small group Tuition - +4 EEF – Reading Comprehension Strategies - +6 Closing the Reading Gap and Closing the Vocabulary Gap by Alex Quigley	1,7,8
Tutoring – Maths in groups of 1:3 KS2 – Y3 – Y6	EEF – Small group Tuition - +4 EEF – Mastery Learning - +5	1,7,8
Intervention groups – Year 6 – Targeted to ensure Reading, writing and Maths key concepts and skills are learned to be ready for transfer to secondary education	EEF – Teaching Assistant Interventions - +4 Closing the Reading Gap and Closing the Vocabulary Gap by Alex Quigley EEF – Small group tuition - +4	1,3,7,8

1:1 Maths tutoring for 1 hour per week for 15 weeks	EEF – Small group Tuition - +4 EEF – Mastery Learning - +5	1,7,8
Phonics catch-up groups Year 1	EEF – Small group Tuition - +4 EEF – Phonics +5	1,7,8
NELI intervention in Reception	EEF – Oral Language Interventions +6 Closing the Vocabulary Gap by Alex Quigley	1,3,7,8
Thrive Subscription	EEF – Metacognition and Self-Regulation - +7 EEF – Behaviour +4 EEF – Social and Emotional Learning +4	1,4,7,8
Hamilton Trust Subscription	Mary Myatt – The Curriculum; Gallimaufry to Coherence. (Use of quality resources to improve outcomes in learning).	3,6,7,8
Twinkl Subscription	Mary Myatt – The Curriculum; Gallimaufry to Coherence. (Use of quality resources to improve outcomes in learning).	3,6,7,8
Subject Association Subscriptions	Mary Myatt – The Curriculum; Gallimaufry to Coherence. (Use of quality resources to improve outcomes in learning).	3,6,7,8
PiXL Membership	Data Analysis – Gathering data to inform effectiveness of strategies currently in place.	3,6,7
Target Tracker Subscription	Data Analysis – Gathering data to inform effectiveness of strategies currently in place.	7
Accelerated Reader Subscription	EEF – Reading Comprehension Strategies - +6	1,3,6,7,8

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

Budgeted cost: £39000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for children to attend day and residential trips.	EEF – Aspiration Interventions EEF – Outdoor Adventure Learning	1,2,5,6,8
Financial support for children to attend breakfast club.	EEF – Behaviour Intervention - +4	1,2,4,5
Financial support for school uniform.	EEF- School Uniform	2,4,5
Support from Family and Inclusion worker including signposting to external agencies such as Food Bank vouchers.	EEF – Parental engagement - +4	1,2,4,5
Support from attendance team to improve attendance: PCMs, home visits,	EEF – Parental engagement - +4 EEF – Aspiration Interventions	1,2,4,7,8

Financial support for children to have 1:1 music lessons	EEF – Arts Participation - +3 EEF – Aspiration Interventions EEF – One to one tuition +5	1,2,4,5,6,8
Financial support for children to attend extra-curricular activities where there is a cost	EEF – Physical Activity - +1 EEF – Aspiration Interventions	1,2,3,4,5,6,8
Extra provision for children to attend Forest School sessions with parents invited to join sessions as appropriate.	EEF – Parental engagement - +4 EEF – Aspiration Interventions EEF – Physical Activity - +1 EEF – Outdoor Adventure Learning	1,2,3,4,6,7,8

Total Budgeted spend: £172000

## 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 2020 to 2021 academic year.

The children currently in school between years 2-6 have had a significant amount of time being taught at home via remote learning. Although this presented its own challenges, staff and pupils at Burrowmoor responded well to this, as evidenced in the OFSTED remote visit during January 2021. As a result of the consistent approach by all staff, the learning gaps were found to be less than previously predicted on the return of all pupils in the summer term.

As part of the provision for our most vulnerable pupils during lockdown, we were able to apply for funding for and distribute electronic devices that would enable all pupils to access online learning. Where pupils and parents struggled to set these devices up, they were invited into school to be shown first-hand how to access Teams and other key resources. In total 35 laptops were provided to vulnerable/pupil premium families.

Pupil Premium outcomes improved significantly at the end of KS2 in 2021 compared to the last formal assessments carried out in Summer 2019.

Pupil Premium Children's Attainment	2019 End of KS2 attainment	2021 End of KS2 attainment
Reading	37%	71%
Writing	58%	66%
Maths	37%	76%
Combined	26%	48%

### 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*

Programme	Provider
Maths Whizz	Whizz Education
Counselling	Blue Smile

NELI	Nuffield
Project X Code	Pearson
Thrive	Thrive Approach