

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	Burscough Village Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2022- October 2023
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Anna Smith, Headteacher
Pupil premium lead	Rachel Beevers, Inclusion Lead/SENCO
Governor / Trustee lead	Yvette Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,020.00
Recovery premium funding allocation this academic year	£3,335.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,355.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background, barriers or challenges to learning, make good progress and achieve high attainment in all subject areas. The children will develop good mental health and well-being by having the belief in themselves and striving high for the future. Our pupil premium strategy will support all disadvantaged children and provide them with the scaffolding to learn from an equal place to their peers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve individual goals, including progress for those who are already high attainers. An ambitious curriculum provides the framework for all children make good progress and attainment.

Vulnerable and super disadvantaged children will be considered and supported to enable them to achieve high attainment across all subject areas.

Quality First Teaching with a focus on the lowest 20% will underpin our approach. Striving to teach the more able will allow children to reach their full potential and beyond. This will benefit non-disadvantaged as well as all groups of learners. Children will want to learn and be excited to gain knowledge of a range of subjects as well as children's interests. A focus on metacognition strategies, increasing knowledge and peer learning will enable children to learn from others and for children to teach their peers new skills and knowledge.

Disadvantaged children will be challenged and championed. They will be given the tools to build self-esteem, self-worth and self-belief. They will be given opportunities to take risks, persevere and challenge themselves in a safe environment. A key focus on developing the aspects of confidence, independence and resilience is a school priority for 2022-2023.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

A whole school approach will be adopted, and subject leaders will take responsibility supporting staff to ensure teaching and learning is good or better for all groups of learners. Staff will track attainment and progress for disadvantaged pupils. Interventions will be delivered with robust assessment and clear tracking system.

Aspirations and dreams will underpin our strategy. Children will be given the skills and ambition to strive for the future. Diversity and exposure to new experiences and other

cultures will broaden the minds of all our children, including those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers with 64% currently working below age related expectation.
	2022-23 Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers with 50% currently working below age related expectation.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development as writers with 64% currently working below age related expectation.
	2022-23 Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development as writers with 54% currently working below age related expectation.
3	Internal assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils with 56% currently working below age related expectation.
	2022-23 Internal assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils with 30% currently working below age related expectation.
4	Analysis of homework records and discussions with pupils identified that the majority of disadvantaged pupils do not complete homework.

5	Analysis of reading records and discussions with pupils identified that the majority of disadvantaged pupils do not read at home. This lack of reading negatively impacts attainment across all subjects and hinders a love of reading.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment, social and emotional well-being and aspirations for the future. (wider cultural capital)
7	40% of disadvantaged children cannot swim and some cannot ride a bicycle. Lack of life experience limits opportunities and self-esteem.
	2022-23
8	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-7% lower than for non-disadvantaged pupils. 3% of disadvantaged pupils have been 'persistently absent' compared to 01% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
	2022-23

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
Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes show an increased % of children achieving the expected standard at the end of the year. Children make good progress according to their starting points. Disadvantaged pupils will make good progress evidenced in phonics phases and reading trackers.
Improved writing attainment and progress among disadvantaged pupils.	KS2 writing outcomes show an increased % of children achieving the expected standard at the end of the year.
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show an increased % of children achieving the expected standard at the end of the year.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • An increase in a range of aspirations and positive vocabulary. • The majority of pupil premium children can swim and ride a bike.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance for disadvantaged pupils will increase by 3% to be in line with the whole school. Attendance will rise from 94% to 97%.

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>An improved assessment tracker will highlight attainment and progress.</p>	1,2,3
<p>Audit and develop our phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for all staff in the delivery of high-quality phonics teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Improve standards in reading by providing QFT.</p> <p>Training for staff to ensure good quality guided reading is being taught.</p> <p>Audit home reading and guided reading books ensuring</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving skills in Literacy ks1 and ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,5

<p>texts link with phonics phases.</p> <p>Engage and encourage children to read and complete homework at home.</p>		
<p>Improve first quality teaching in spelling and writing.</p> <p>Training for staff in teaching spelling and writing.</p>	<p>Language and literacy provide us with building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
<p>Provide a challenging and ambitious curriculum which will build upon prior knowledge and skills.</p> <p>Ensure all staff have Metacognition training.</p> <p>Audit and review our personalised curriculum, offering a challenge and support for all pupils.</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1,2,3,6
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Further training by the LA maths advisor with a</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

focus on challenge and problem-solving/reasoning skills.		
<p>Improve quality social and emotional support by offering the Dog Mentor Programme and Stable Lives.</p> <p>Focused PHSE and RE lessons are school priorities to improve mental health and well-being.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	6,7
Provide parental support and a homework club to support and encourage strong links between home and school.	<p>Research shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4,5
Complete the Diversity Equality Mark and create links with schools, providing experiences of learning about and learning from of cultures and communities.	https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie	6

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

Budgeted cost: £21,330.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading focusing on fluency, accuracy and a love of	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is	1

<p>reading through Reading Partners intervention</p>	<p>a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Additional phonics, spelling, reading, writing and maths sessions targeted at disadvantaged children delivered through Precision Teaching.</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>1,2,3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through Fast Track and Bounce Back interventions.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>The programme will provide phonics, reading, maths and writing tuition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>

<p>Community Lead will offer support to children and families who are in need, focusing on disadvantaged pupils.</p>	<p>The guidance report draws on a recent review of the evidence about parental engagement in children's learning funded by the Education Endowment Foundation (EEF).</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5025.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture sessions accessing out of school support via Stable Lives.</p>	<p>Based on our experiences, we have identified a need to support wellbeing and emotional needs.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	<p>6</p>
<p>Nurture sessions accessing the Dog Mentor programme.</p>	<p>Based on our experiences, we have identified a need to support wellbeing and emotional needs.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	<p>6</p>
<p>Purchase bikes to support children to develop the skill of riding a bike.</p>	<p>Based on research and discussions with pupils and families a lack of life experiences have been identified.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>7</p>
<p>Additional swimming lessons for children to develop</p>	<p>Based on research and discussions with pupils and families a lack of essential life skills have been identified.</p>	<p>7</p>

<p>confidence and life skills around water.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>Community lead to work with families to support wellbeing and social and emotional needs.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF Parental Engagement Guidance Report.pdf</p>	<p>6</p>
<p>Provide pupils with real life experiences in and out of school. Invite in visitors and take children out of school on trips and visits to increase aspirations.</p>	<p>Research and discussions with disadvantaged pupils show a need to expose all pupils to different cultures, aspirational targets and new experiences.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf</p>	<p>6</p>
<p>Support for pupils' wellbeing. Improve the quality of social and emotional (SEL) learning.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Provide daily toast and milk for all disadvantaged pupils.</p>	<p>Children who come to school hungry are less attentive, more disruptive, and less likely to understand and remember the day's lessons.</p> <p>https://ifs.org.uk/publications/8714 https://www.magicbreakfast.com/</p>	<p>6</p>

<p>Homework club for disadvantaged children to access a quiet and safe space to learn.</p>	<p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>8</p>

Total budgeted cost: £ 37355.00

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 2021 to 2022 academic year.

Assessments show end of KS2 reading outcomes went from 78.6% in 2019 to 90% expected which is well above national (74%). Progress in reading has gone from -2.2% (2021) to 0.8%. Our outstanding results are broken down into our groups of learners. We can show 83% of disadvantaged children achieved national standard at the end of KS2 in reading. KS1 phonics screening test highlights an area for development as the PP children did not achieve national standards, but both made good progress from their own starting points. End of KS1 assessments show 25% of PP children achieved above national standard in reading. 75% of PP children in year 2 made good progress from their own starting points, this is reflected in EHCP and Individual Support Plan reviews. 50% of year 3 and 100% of year 4 PP children made the expected standard in reading. 33% of children in year 5 made expected standards, interventions will be in place to ensure the gap closes as children enter year 6. In reception 50% achieved ELG in reading.

Overall, 50% of disadvantaged children achieved reading standards. The year 2 phonics screening resit shows 75% of children passed and achieved national standards.

Assessments show end of KS2 writing outcomes went from 63% in 2021 to 74% national standard which is in line with national average. Our good results are broken down into our groups of learners. We can show 86% of our disadvantaged children in year 6 achieved the national standard in writing. In reception 50% achieved ELG in writing. Even though none of our disadvantaged children in year 1 achieved expected standards both made good progress from their individual starting points. All year 2 disadvantaged pupils made good progress. However, only 25% of these children achieved national standards. 50% of year 3 and 100% of year 4 PP children made the expected standard in writing. Year 5's results show a need for high quality interventions as 100% of disadvantaged children are WTS in writing.

Overall, 56%, over half, of the disadvantaged pupils achieved the national standard in writing.

Assessments show 84% of children achieved the national standards in maths which is above national average and shows a 20% increase from 64% in 2019. Progress is now 0.65 compared to - 4.9% (in 2021). This shows a huge improvement in the progress children are making in maths. In year 6 100% of disadvantaged children achieved national standards. 50% of reception and year 1 children achieved expected level. End of

KS1 tests show 25% of disadvantaged children achieved national standards. 66% of disadvantaged children in year 3 achieved expected standards. 100% of disadvantaged pupils in year 4 achieved expected standards. Only 17% of children achieved expected standards at the end of year 5.

Overall, 70% of the disadvantaged pupils achieved the national standard in maths reflecting purposeful CPD and improvements in the teaching of maths.

High-quality tutoring has helped children to make progress. The majority of support staff received effective training to achieve high standards of intervention. This was delivered consistently and has had a positive impact on pupil outcomes. Although some did not make expected standards, they all made progress from their own individual starting points.

Wellbeing has been high on our agenda and Senior Mental Health Lead training has engaged children, parents and staff. The profile has been raised, more parents and children are talking about their wellbeing. The purchase of a yearly subscription for Creative Education has enabled parents and staff to access supportive materials to help nurture the children at home and in school.

Parent surveys state they believe their child to be nurtured and supported in school. 100% of parents strongly agree or agree that school provides a wide range of opportunities to nurture and develop their child's talents and interests. 100% of parents either agree or strongly agree that following Covid, school have focused on developing the children's personal and emotional skills, through PSHE lessons, visitors and experiences. Parents of our year 6 disadvantaged pupils were delighted with their child's achievements socially and emotionally, and academically.

A particular focus on the characteristics of learning have developed and strengthened growth mindset and attitudes to learning. Children believe they can achieve. Parent survey shows that 100% of parents agree and 78% strongly agree that school supports children to be confident, resilient, and independent.

Enrichment targets are still high priority. We must continue to ensure all our disadvantaged pupils are engaging in extra-curricular activities. This links with actions on our SIP 2022-2023.

After the success of Stable Lives last year, a group of disadvantaged children access a six-week session. 66% of the group found the sessions beneficial and thoroughly enjoyed the experience.

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

Service pupil premium funding

All of the above applies for the service children however specific support is provided based on individual circumstances.

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

Measure	Details
Provide daily toast and milk for all disadvantaged pupils.	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. https://ifs.org.uk/publications/8714 https://www.magicbreakfast.com/
Service children were more engaged, focused and ready to learn	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.