

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	Burton Agnes CE Primary School
Number of pupils in school	86 R- y6
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021- July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Jameson
Pupil premium lead	Helen Jameson
Governor / Trustee lead	Sarah Burdass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24 210
Recovery premium funding allocation this academic year	£2612
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	£26 822

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve as highly as they can across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those disadvantaged children who are already high attainers. We will consider barriers to learning for vulnerable children, including those who are young carers or have a social worker. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. At the heart of our approach, is high quality teaching and learning. This is proven to have the most impact on closing the disadvantaged attainment gap and at the same time, will benefit all children in school. Woven throughout the intended outcomes detailed below, is the intention that non-disadvantaged children will sustain and improve their attainment and progress, alongside their disadvantaged peers. Our strategy also includes wider school plans for education recovery, including targeted support through school led, small group tuition for those children whose education has been worst affected, including non-disadvantaged children. Our approach will be responsive to individual needs, using robust assessments, and not assumption about the impact of disadvantage. The approaches we have adopted complement each other to enable children to excel. To ensure that they are working effectively, we will act early to intervene where need is identified; ensure all children are challenged in the work they are set, including disadvantaged children; and adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations for attainment.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and discussions with teachers show that many of our disadvantaged children have difficulties with phonics. This negatively impacts their development as readers.
2	Assessments of writing, and discussions with children indicate that many children are using less high-level vocabulary following partial school closures. Vocabulary gaps are apparent from reception through KS2. This impacts on their ability to achieve age related expectations or greater depth in writing.

3	Our observations and discussions indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. Many of our disadvantaged children are showing lower levels of resilience and motivation to achieve, when tackling challenging activities.
4	Many of our disadvantaged children have additional needs, are supported by specific interventions and are on the SEN register.
5	Through discussion with families, and observation of our local area, it is apparent that many of our disadvantaged children need wider opportunities to take part in the arts or music and wider opportunities to take part in educational visits and residential visits. Living in a rural area, this can be very difficult for many families.
6	Engagement from home can be variable from different children across the school. This can be difficult where remote learning is needed or where meetings or workshops take place in school and attendance at them is poor.

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 phonics attainment among disadvantaged children and those entering KS2	Phonics attainment at end of KS1 will not dip and ongoing assessments will show greater retention of sounds, which are applied in reading and spelling through KS2
Improved attainment at greater depth and age related expectations in writing for disadvantaged children	KS2 writing outcomes show an increase in the number of disadvantaged children achieving ARE and GDS.
Improved resilience and motivation in disadvantaged children and across the school	Children are confident when tackling challenges and are resilient, continuing to apply themselves even when a task is difficult. They use language surrounding growth mindset. Teachers use metacognitive approaches to support their teaching.
Disadvantaged children will have experiences of the wider world, arts and music and will take part in educational visits, in line with their peers	Disadvantaged children do not miss out on any visits, arts, music and participate fully. The experiences they have can then be drawn upon in school.

<p>High levels of parental engagement - and high levels of engagement in remote learning activities if required.</p>	<p>Parental engagement will be high in all workshops and meetings in school. Remote learning activities will be engaged in by all families, where needed – ensuring learning continues and progress continues.</p>
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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: £ 15 520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle Letters and Sounds synthetic phonics programme to include purchase of fully decodable books to support the scheme. £2500</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 in regular sessions over up to 12 weeks: Evidence to support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonicsEEF_vocab</p>	<p>1,2</p>
<p>Embedding vocabulary for writing across the curriculum, particularly as part of English lessons, using high quality resources</p>	<p>Vocabulary and language has been shown to be crucial to high quality teaching and learning in Literacy. It features as the number 1 recommendation in the EEF guidance report for improving Literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=vocabu</p>	<p>1,2</p>
<p>Maintain high staffing levels to allow for interventions, alongside high quality classroom lessons</p>	<p>Interventions can be very effective at ensuring progress. It is important that time away from the classroom is carefully considered and that TAs and other staff leading the intervention are trained appropriately: TA Interventions EEF Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4</p>

Maintain quality feedback to the children, both verbal and written, across the curriculum, to ensure progress is made quickly within lessons. Where appropriate and possible, this will be same day.	Extensive evidence is available on the impact of high quality evidence – verbal and instantaneous being the most effective, with high impact on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Quality resources, to support in teaching and learning across the curriculum, especially during periods of remote learning	Technology and resources allow children to be included in all elements of the curriculum from home, ensuring that financial disadvantage does not prevent this. High quality resources feature in Literacy, maths and phonics guidance reports	1 2 3 4

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

Budgeted cost: £ 6 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre teaching for identified children as needed	Pre-teaching has been shown to be effective in raising attainment for low attaining children: Preteaching	1,2,4
To provide school-led tutoring in English and phonics and maths for pupils whose education has been most impacted by the pandemic. A significant proportion will be disadvantaged.	Targeted tuition, working on children’s specific needs can be an effective method to support low attaining children, or those falling behind, both one to one: One to one tuition	1,2,3,4
Prioritise disadvantage and children who have been most impacted in their phonics for reading individually, daily, across	There is a wealth of evidence to suggest that reading comprehension strategies have a high impact on attainment – this is the key to opening up other areas of the curriculum: the school, working on reading comprehension and phonics/decoding Comprehension evidence	1, 4 6
Interventions in place for disadvantaged children,	It is important that time away from the classroom is carefully considered and that	1,2,3,4

where a need is identified, including for emotional support Interventions can be very effective at ensuring progress.	TAs and other staff leading the intervention are trained appropriately teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of resilience and metacognition strategies to support disadvantaged children in becoming more resilient when tackling challenging problems and CPD for staff across the school	Metacognitive strategies and those which build resilience in children are shown to have a high impact on attainment, and especially so in maths and science: metacognition and self-regulation evidence	3
Ensure that a disadvantaged child is not prevented from joining in with wider opportunities to engage in the wider world by funding educational visits	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education allowing access to a wider world of experiences and opportunities. Finance can be a barrier to this for disadvantaged children: Art participation evidence	5
Ensure high levels of engagement in workshops and meetings by promoting them to parents via a variety of communication methods – e.g. telephone calls	Parental engagement is strongly linked to higher attainment. It is important to consider different approaches to ensure that engagement continues as children grow through the school and parental engagement may fall if approaches are not monitored and changed as needed: Parental Engagement evidence	6

Total budgeted cost: £ 26 820

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.

In 2020 – 2021, due to COVID-19 measures, some of the academic year was spent learning at home. Whilst this happened, ICT equipment and support was provided to any children in receipt of pupil premium funding, and any children who had no access to devices, to ensure that they could access learning. All children's outcomes were different than if they had been in school for the entire academic year; end of year results showed that disadvantaged children were performing broadly in line or just below their targets, based on prior attainment. Unfortunately, due to COVID19, last year's outcomes, which were outlined on our previous Pupil Premium Strategy Statement, were not fully delivered in school. Interventions and one to one sessions for phonics and English took place remotely, where appropriate and possible, to mitigate the impact of being away from school. The impact of COVID-19 was also somewhat mitigated by remote learning, with a high quality curriculum and on line lessons. Observations and assessments indicated that pupil behaviour, wellbeing, resilience, social skills and mental health were impacted last year, due to COVID19. We used pupil premium funding to provide wellbeing support for children, whole school strategies, and targeted interventions where needed. We continue to build on this with the activities within this plan. Vocabulary and phonics and writing have also been a particular focus on return to school. This also continues throughout this plan.