

# Pupil premium strategy statement – Burton Agnes 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	87
Proportion (%) of pupil premium eligible pupils	20%
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> )	2023-26
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
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	£31,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£31.760

## 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	<b>Attainment in Reading</b>

	Internal and external assessments indicate that attainment in reading amongst disadvantaged pupils is below that of non-disadvantaged pupils across the school
2	<b>Attainment in Writing</b> Assessments of writing, and discussions with children indicate that many children are using less high-level vocabulary. Vocabulary gaps are apparent from reception through KS2. This impacts on their ability to achieve age related expectations or greater depth in writing.
3	<b>Supporting SEMH</b> Boxall profile results, observations and discussions with pupils and parents have identified SEMH issues for many pupils. These challenges particularly affect the disadvantaged pupils.
4	<b>SEND</b> Many of our disadvantaged children have additional needs, are supported by specific interventions and are on the SEN register.
5	<b>Wider Opportunities</b> Generally disadvantaged children have less opportunity to experience the wider opportunities which are on offer than non-disadvantaged. Living in a rural area can be very difficult for many families to transport have the ability to pay and be aware of what is out there.
6	<b>Parental Engagement</b> 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.  EFF parental engagement – Parental engagement has a positive impact on average of 4 moths additional progress It is crucial to consider how to engage with all parents to avoid widening attainment gaps.

## 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
1. The gap is narrowed between PP pupils and non PP pupils in reading	Phonics screening, data, pupil voice
2. The gap is narrowed between PP pupils and non pp pupils in writing.	Writing assessments, data, vocab rich conversations,
3. Emotional difficulties are supported	Boxall Profile, Pupil voice, elsa assessments observations of resilience etc in class, behaviour and incident log reductions
4 Interventions reduce gaps	Data, confidence increased

5. Delivery of Wider opportunities	Increased pupil engagement and enthusiasm for learning – Pupil voice Engagement in clubs Increased access to theatre, music, clubs, books
6. Parents of PP children have the same level of engagement as pupils without PP	Number of visitors to school events, parents evening. Parent questionnaire Teacher voice Hand in of homework, recording in reading books.

## 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)

Budgeted cost: £ 24 180

Activity	Evidence that supports this approach	Challenge number (s) addressed
Embedding vocabulary for writing across the curriculum, particularly as part of English lessons, using high quality resources	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabu">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=vocabu</a>	1,2
Maintain high staffing levels to allow for interventions, alongside high	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	1, 2, 3, 4

quality classroom lessons	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
Purchase high quality reading materials	<a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a>	1,2

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

Budgeted cost: £ TA support already budgeted for above

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: <a href="#">Preteaching</a>	1,2,4
Interventions in place for disadvantaged children, where a need is identified, including for emotional support 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 <a href="#">teaching-assistant-interventions</a>	1,2,3,4

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

Budgeted cost: £ 11 760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that a disadvantaged child is not prevented from joining in with wider opportunities to engage in the wider world by funding educational visits , music in schools, signposting via newsletter, after school sports</p>	<p>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:  <a href="#">Art participation evidence</a></p>	5
<p>Ensure high levels of engagement in workshops and meetings by promoting them to parents via a variety of communication methods – e.g. telephone calls</p>	<p>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:  <a href="#">Parental Engagement evidence</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	6
<p>To ensure all pupils can attend extra-curricular clubs and have access to opportunities such as swimming, music and sports events</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	6

**Total budgeted cost: £ 35.940**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes in July 2023 were pleasing. With the exception of attainment in Maths (which remains a focus of the ongoing PPG and wider school strategy) children in receipt of PPG outperformed their non-PPG peers.

Year 6 SATs results July 2024

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<i>Pupil Premium</i>	50%	50%	50%
<i>Non – pupil premium</i>	80%	80%	90%
	<b>Year 1 phonics</b>		
<i>Pupil Premium</i>	67%		
<i>Non – pupil premium</i>	92%		
	<b>Attendance</b>		
<i>Pupil Premium</i>	<b>92%</b>		
<i>Non – pupil premium</i>	<b>95%</b>		

### 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.

<b>Programme</b>	<b>Provider</b>
Nessy	Nessy learning
TT rockstars	Maths circle
mathletics	3P learning
ELSA	ELSA support

Spelling Shed	Edshed
Alpha to Omega	Pearson
Power of 2	123 learning