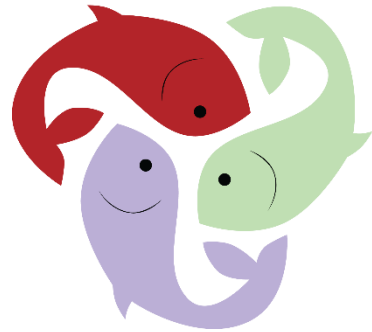


Burton Borough School  
Pupil Premium Strategy – Year 2  
2022-2023



**BURTON**  
**BOROUGH**  
S C H O O L



1. Summary of School Information					
<b>Academic year:</b>	2022-2023	<b>Total Pupil Premium budget</b>	£275,265	<b>Date of most recent PP Review</b>	January 2023
<b>Total number of pupils:</b>	1162	<b>Number of pupils eligible for PP</b>	310	<b>Date for next review of strategy</b>	January 2023 & May 2023
<b>Recovery funding budget</b>	£39,528	<b>Percentage of pupils eligible for PP</b>	26%	<b>Date this statement was published</b>	21/11/2022
<b>Pupil Premium Lead</b>	Blayney Beddow	<b>Lead governor</b>	Claire Ratcliffe	<b>SLT Lead</b>	Ben Morgan, Senior VP.

2. Cohort Information							
	<b>Cohort Size</b>	<b>Pupil Premium (Disadvantaged) Cohort</b>	<b>Proportion Of Year Group</b>	<b>Low Prior Attainment (LPA)</b>	<b>Middle Prior Attainment (MPA)</b>	<b>High Prior Attainment (HPA)</b>	<b>No KS2 Data</b>
<b>Year 7</b>	238	55	23%	16	30	7	2
<b>Year 8</b>	239	76	31%	No Prior KS2 Data Due To COVID			
<b>Year 9</b>	238	66	27%				
<b>Year 10</b>	234	60	25%	12	36	8	4
<b>Year 11</b>	213	53	24%	4	17	30	2



### Contextual targets for BBS Pupil Premium students

1. Continue to win the hearts, minds, and trust of BBS PP community
2. Ensure that all PP students get access to Quality First Teaching in the classroom
3. Ensure that all PP students have the intervention they require to meet gaps in their knowledge
4. Ensure that PP students have the appropriate aspirations for when they leave BBS

**In short: TRUST. TEACHING. INTERVENTION. ASPIRATION**

### Intent

At Burton Borough, we thrive to close the disadvantaged gap and challenges that our PP students face on a daily basis, which starts in the transition phase of Year 6 right through to results day in Year 11. High quality and individualised pastoral care is at the heart of our approach, with members of staff specifically employed working within each small school to support disadvantaged students and families.

Our aim is that all of our disadvantaged students access quality first teaching in each lesson they attend. This is achieved through the RADY programme being implemented within school. We strongly feel that education gives disadvantaged children the best opportunities Post 16 and further into adulthood.

Students have opportunities outside of the classroom, both academic and enrichment to improve their educational outcomes; through a rigorous KS4 intervention programme and Period X for every child accessing extra-curricular opportunities on a weekly basis.



<b>3. Key Barriers &amp; Challenges To Overcome</b>
<b>a. Prior progress and entry level to KS3:</b> Students are entering at higher prior attainment level from KS2 SATS, predicting them above ability at GCSE.
<b>b. Historical poor progress from KS2-4:</b> Students eligible for Pupil Premium funding, especially Higher Prior Attainers, identified from Key Stage 2 data results, have historically made less progress nationally and at Burton Borough School over Key Stage 3 and 4 than other students.
<b>c. Attendance:</b> Nationally, attendance rates for Pupil Premium students are generally lower than the attendance rates for others. This is reflected at Burton Borough. Persistent absence, although improved, remains a concern. In previous years, this has been close to being in line with the national PA level for all schools.
<b>d. Aspirations and educational ambition:</b> Students eligible for the Pupil Premium funding may lack in aspirations post 16 and not have access to the information necessary to make decisions on sixth form or university places. Aspirations towards education, especially boys within the cohort. Lack of cultural capital hinders learning experiences and starting points.
<b>e. Literacy and numeracy skills:</b> In general, Pupil Premium students enter Year 7 with the need to develop literacy and numeracy skills earlier within in KS3. At Burton Borough, we are experiencing a high level of KS3 students not meeting their chronological age with their reading age, thus impacting on performance across school.
<b>f. Classroom culture:</b> At times, where standards do not meet expectations, academic progress can be hindered. Also, if quality first teaching is not consistent then this can be a barrier to potential and learning. We know that self-esteem and self-regulation have been and continue to be issues affecting some Pupil Premium students at Burton Borough.
<b>g. SEND needs:</b> A number of students who are eligible for Pupil Premium, also come onto our SEND register and monitoring lists. This increase in needs can impact on their academic progress
<b>h. Geographical location:</b> Over half of the Pupil Premium cohort comes from outside of Newport, this makes accessing extra-curricular clubs, parent's evenings and information evenings difficult to attend.
<b>i. Access to resources:</b> Access to resources such as computers & printing, revision materials, study guides can be more challenging for PP students.
<b>j. Teaching and learning:</b> PP students need to have access to quality teaching in order to make progress.



#### 4. Pupil Premium Data Trends

The 21/22 cohort was a previously high attaining cohort, with a KS2 average of 4.94. The total Progress 8 measure was 83.3% of PP students achieved grades 9-4 in English.

54.2% of PP students achieved grades 9-4 in Maths.

54.2% of PP students achieved grades 9-4 in both English & Maths.

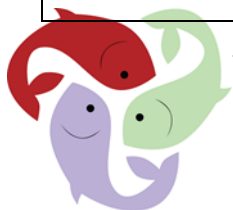
	2017	2018	2019	2020	2021	2022
<b>School</b>	-0.21	-0.03	-0.43	-0.015	0.14	-0.55
<b>Disadvantaged</b>	-0.72	-0.50	-0.28	-0.56	-0.96	-1.08
<b>PP</b>	-0.86	-0.44	-0.32	-0.48	-0.76	-1.04



5. Teaching & Learning Strategies						
Action	Research	Lead	Challenges to overcome	Cost	Success Criteria	Monitoring
<p>RADY programme through Challenging Education to be implemented in each class.</p> <p>Every class to have named "Golden Kids" – 2 PP &amp; 1 SEN child to be named and focussed on each lesson.</p> <p>Uplift &amp; Equalise for all Pupil Premium students to be completed to ensure higher minimum expected grades.</p> <p>All staff to be aware of which students are eligible for the Pupil Premium and what their barriers to</p>	<p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.</p> <p>Feedback (EEF + 8 months)</p> <p>Parental involvement (EEF +3 months)</p>	BMO/BBE	A, B, D, F, G, J.		<p>All teachers to have "Golden Kids" to focus on each lesson; recorded clearly on data sheets and seating plans.</p> <p>All teachers and teaching assistants are aware of who the disadvantaged students are, what their role is and details are recorded clearly on seating plans/in mark books.</p> <p>All staff understand that being a disadvantaged student does not equate to 'lower ability' or 'SEN'.</p> <p>All T&amp;L strategies below link into strategies related to RADY.</p>	<p>Wednesday CPD sessions.</p> <p>Department Improvement Plan (DIP) meeting minutes.</p> <p>Developmental book looks of PP cohort by BMO/BBE.</p>



learning are. All staff to deliver quality first teaching strategies to PP students.						
All staff to have high expectations for eligible students in a 'no excuses' culture.	Feedback (EEF +8 months)	BMO/BBE/EFO/LWE/HOD	A, B, F.		100% of disadvantaged students' exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students.	HOD evidence and DIP meeting minutes.  Developmental book looks of PP cohort by BMO/BBE.
Show My Homework package and seating plan package to ensure that staff at all levels are aware of all flagged groups, including PP students, in their classes and that up to date performance data is always available.  Staff to set frequent and meaningful	Homework (EEF +5 months)  Digital Technology (EEF +4 months)	BMO/HOD's	B, I.		The progress and achievement of all students, including disadvantaged students, is closely tracked, analysed and appropriate and timely support and intervention is implemented to ensure that students meet or exceed expected levels of progress.  PP Parents having all log in's for subscribed sites and a parent pin for Show My Homework.	Bromcom Analytics.  HOD Files and DIP meeting minutes.



homework that builds on prior learning.						
Improve the progress of disadvantaged students through high quality teaching and learning.	<p>Within Class Attainment Grouping (EEF +3 months)</p> <p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.</p>	<p>BMO/ HOD's</p> <p>DBO – T&amp;L Lead</p>	A, B, F.		<p>Raise levels of challenge for all disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Ensure PP students have target grades set to FFT50 and RADY uplift is implemented for all PP students.</li> <li>• All staff have CPD on stretch &amp; challenge and supporting PP students.</li> <li>• PP students will be represented in the higher sets and move teaching groups where necessary; e.g. staff absence.</li> <li>• Ensure all staff have access to FFT50 target to effectively plan lessons</li> </ul> <p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils.</p>	<p>Quality assurance of lessons through 'Talk 4 Teaching'.</p> <p>Wednesday CPD sessions.</p>





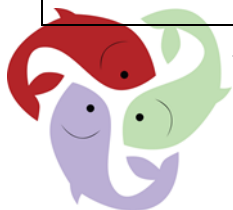
					<ul style="list-style-type: none"> <li>• Collaborate with T&amp;L lead to develop strategies</li> <li>• Quality assure the strategies to see their effectiveness in lesson and hold staff to account</li> </ul>	
Teachers are provided with high quality internal CPD programme to further develop pedagogy, allowing all students, especially disadvantaged students, to meet or exceed expected levels of progress.	Feedback (EEF + 8 months)	BMO/DBO	F,J.		<p>All staff receive the universal CPD offer and have a baseline knowledge of key pedagogy and initiatives linked to accelerating pupil progress.</p> <p>Staff are given time within Wednesday CPD to implement strategies and time to complete external training from the RADY PLP.</p>	Wednesday CPD sessions.
Facilitating the STAR NPQ programmes for MLT/SLT.	Top quality leaders in charge of PP students will result in the increased progress of students.	KCA	J.		<p>Improve the quality of leadership for PP students.</p> <p>All staff offered the opportunity to complete either the NPQSL training or NPQML training in house.</p>	<p>Completion of the course.</p> <p>Improvements in PP progress, attendance and behaviour.</p>



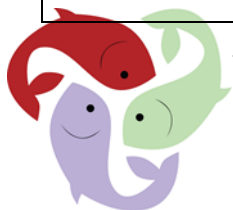
<p>Embed positive behaviour management techniques, which focus on building relationships with students, particularly those from disadvantaged backgrounds to maximise learning time for all students.</p>	<p>Behaviour Interventions (EEF +3 months)</p>	<p>BMO/BBE</p>	<p>D, F.</p>	<p>Teachers to follow school behaviour pyramid.</p> <p>Positive rewards from the Learning Mentors – such as positive notes, postcards &amp; phone calls home.</p> <p>Restorative conversations with students who are raising concerns with specific teachers or subjects, which gives opportunity to repair the relationship. Learning Mentor's to facilitate this.</p> <p>Learning Mentor report to be implemented after two weeks of ongoing poor behaviour choices and communicate this with parents.</p>	<p>Data analysis of Bromcom behaviour logs.</p> <p>Staff voice.</p>
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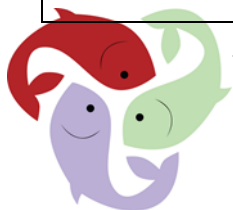
6. Targeted Academic Support						
Action	Research	Lead	Challenges to overcome	Cost	Success Criteria	Monitoring
Year 11 weekly, one to one in English or Maths, whereby students are working below their target grade.	One to one tuition (EEF +5 months)	BBE	A, B, E.	£21300	The attainment gap in English and Maths is reduced to zero or above by August 2023.	Progress reviews and assessment data.  Student voice.
Small group intervention within English, Maths & Science during Period 1 (tutor time)	Small group tuition (EEF +4 months)	BBE HODs	A, B, E.	£3500	The attainment gap in Science, Maths and English is reduced to zero above by August 2023.	Progress reviews and assessment data.  Student voice.
Year 11 Saturday School to focus on improving the attainment in Maths.	Reduced class size (EEF +3 months)  Small group Tuition (EEF +4 months)	BBE/JPI	A, B, E.	£2000  <i>Part funded through Catch Up Funding</i>	6-8 weekly Saturday sessions focussed on raising attainment in Maths.  Improved quality of intervention in a small group environment a Maths teacher.	Final GCSE grading's compared to mock data.  Student voice.
MyTutor 3:1 tutoring in English, Maths or Science.	Small group Tuition (EEF +4 months)	BBE	A,B E.	£2000  <i>Part funded through Catch</i>	15 week program, 3:1 hour sessions through MyTutor outside of the school day.	Progress reviews and assessment data.  Final GCSE grading's



				<i>Up Funding</i>		compared to mock data.  Student voice.
0.4 Maths teacher to reduce class sizes and deliver intervention groups.	Reduced class size (EEF +3 months)  Small group Tuition (EEF +4 months)	BMO	A, B, E, F.	£11670	The attainment gap in Maths is reduced to zero above by August 2023.	Progress reviews and assessment data.
Additional teaching capacity within Science, DT & Humanities.	Reduced class size (EEF +3 months)  Small group Tuition (EEF +4 months)	BMO	A, B, E, F.	£29762	Closure of the attainment gap and increased performance in EBACC. Attainment gap within the subjects to be above zero by August 2023.	Progress reviews and assessment data.
Hiring of Pupil Premium TA to support within core subjects and GCSE option subjects.	Small group tuition (EEF + 4 months)  Teaching assistants (EEF +1 month)	BBE AWO	A, B, E, F, G.	£14568	Intervention groups for Year 9 students withdrawn from MFL. Focussed on LPA to secure basic GCSE skills by completing Entry Level Science delivered by TA.  Support of resources and revision for year 11 students.	Progress reviews and assessment data.

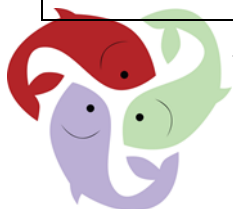


					Classroom support within high percentage PP Science groups.	
Peer mentoring scheme launched with Newport Girls High School sixth form students, delivering weekly mentoring sessions to KS3 students.	Peer tutoring (EEF +5 months)	TDU	A, B, G.	£1000	Weekly 1-1 mentoring sessions, focussed on reading age data; to support with reading and comprehension to begin. Introduction of support across the curriculum and subjects and topics the students are struggling with.	Literacy assessment online and progress reviews.  Student voice.
Peer reading training offered for year 9 & 10 students through Beanstalk.	Peer tutoring (EEF +5 months)	BBE	D.	£2000	High prior attainers and high potential students are offered the place on the days training course, to then complete weekly reading intervention with a younger PP student below their reading age.	Literacy assessment online data.
Subject specific resources to support progress.	N/A	BBE EFO/LWE HOD's	I.	£6500	All students are given relevant study material linked to Exam Board specifications. All year 11 students are provided with past papers for all subjects.  All KS4 students know how to use their guides to study effectively independently.	Progress reviews and assessment data.  Proof of revision.



A homework club that runs twice a week with the support of a member of staff.	Extending the school day (EEF +2 months)  Homework (EEF +5 months)	HBL	I.	£1000	An opportunity for PP students to access the LRC, for printing & ICT. Support from the librarian for weaker students, who are struggling to access homework.  Targeting students who frequently appear on the homework logs.	Attendance data.  Bromcom analysis of homework logs.
<b>£96300</b>						

<b>7. Wider Support Strategies</b>						
<b>Action</b>	<b>Research</b>	<b>Lead</b>	<b>Challenges to overcome</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Each small school has a Learning Mentor, who are specifically in post to champion and support students in receipt of the Pupil Premium funding.	Social and Emotional learning (EEF +4 months)  Parental involvement (EEF +3 months)  Behaviour Interventions (EEF +3 months)	BBE EFO/LWE	A, B, C, D, E, G, H, I.	£67508	Learning mentors oversee the Pupil Premium students in every aspect of their school life.  • Monitoring data: attendance, progress & behaviour. Putting in actions and intervention to support improvements.  • Building relationships with PP students and parents, to be a 'go to' in school and	Progress reviews and assessment data.  Bromcom analysis of attendance and behaviour support.  Attendance at parents evening for PP families.



	Feedback (EEF +8 months)				<p>create the home school link over 5 years in school.</p> <ul style="list-style-type: none"> <li>• Regular support and communications with parents. Parental engagement continues to be a success.</li> <li>• Working collaboratively within the pastoral structure and within academic departments.</li> <li>• Attendance at parents evening to be give an overview of students overall progress.</li> <li>• Using universal services, such as the leading on the Early Help Assessment, to support families in appropriate and necessary support. Signposting and referring into services to support the student and families.</li> <li>• Tracking attendance patterns and working closely with the EWO (See below) to improve attendance.</li> </ul>	<p>CPOMS data.</p> <p>Parent &amp; student voice.</p>
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					<ul style="list-style-type: none"> <li>• Implementing targeted and specific interventions based on need.</li> <li>• Working alongside Head of Departments in English, Maths and Science to ensure a co-ordinated approach within the core subjects</li> <li>• Full, formal Year 11 mentoring programme.</li> <li>• Co-ordinating 1-1 tutor teams and volunteer mentors.</li> <li>• Transition work (between both Key Stage 2 &amp; 3 as well as Key Stage 3 &amp; 4)</li> </ul> <p><b><i>“Win the hearts and minds of parents and students”</i></b></p>	
Lead PP Learning Mentor to sit within the safeguarding team.	<p>Social and Emotional learning (EEF +4 months)</p> <p>Parental involvement (EEF +3 months)</p>	BBE	C.	£300	PP families to engage fully with safeguarding conversations, this is achieved by a stronger relationship with the Learning Mentor.	CPOMS Logs

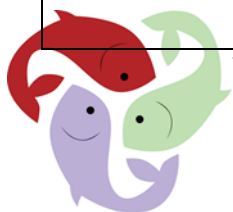




	Behaviour Interventions (EEF +3 months)					
	Feedback (EEF +8 months)					
Targeted exam intervention for PP students who suffer with exam anxieties and worries.	Social and Emotional learning (EEF +4 months)	BBE/ KHE/DRO	D.	£3000	Small year 11 group exam intervention, 6-8 week one hour course run on exam strategies, stress/anxiety management, revision techniques. CBT approach used.	Improved confidence around exams.  Comparative data on mock/GCSEs.
Parental fund to support the cost of trips, educational visits and EEL (Extended Enriched Learning) Days.	Increasing cultural capital through educational trips and opportunities.	BBE EFO/LWE	I.	£10000	£50 trip allowance per student, per academic year. £100 for overseas residentials.  Exceptional circumstances for our most disadvantaged students.  An increase on last year, as we recognise the importance of extracurricular activities to improve Cultural Capital.	Attendance data of trips/EEL days.



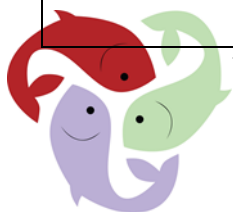
Contribution towards the cost of the Duke of Edinburgh award and NCS.	Outdoor adventure learning. (EEF +4 months)  Sports Participation (EEF +2 months)	BBE EFO/LWE SFE	D, I.	£4000	Funding available to support year 9 & 10 PP pupils for the Bronze Duke of Edinburgh award scheme.  All year 11 PP students are encouraged to complete the NCS scheme once they leave BBS.  Increasing opportunities, thus improving cultural capital through outdoor education.	Completion of the award.
All families have access to a uniform or PE kit allowance throughout the year.	N/A	BBE EFO/LWE	I.	£11000	£50 allowance per student, per academic year, for PE kit or uniform.  Exceptional circumstances for our most disadvantaged children.	Standards card signatures reduced for uniform.  Internal isolation decreased from incorrect uniform.
Targeted Post 16 support and careers advice through T&W Future Focus.	Individualised Instruction (EEF +3 months)  Feedback (EEF +8 months)	BBE EFO/LWE KPA RCH/LKA	D.	£4500	All year 11 PP students are seen as the first priority, they receive additional 1-1 careers guidance and Post 16 support, through Future Focus. Support with finding	NEET data – target of 0% NEET's for 2022 cohort.  Post 16 destinations data.



					<p>and applying for courses, attending interviews, advice.</p> <p>All year 11 students are pushed to attend the most appropriate and aspirational provider.</p> <p>All year 11 PP students attend the 'Your Future's Conference' day at the local university; whereby they have a mock interview, study skills sessions, CV writing etc. PP students places for this are paid for.</p> <p>Year 9 &amp; 10 are seen earlier than the rest of the cohort to increase lead in time.</p> <p>All year 10 PP students are supported to acquire a 2 week work experience placement, which will increase aspiration and ensure engagement.</p>	
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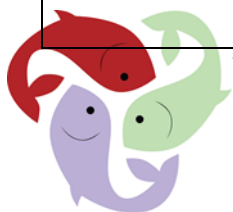
<p>High focus and priorities on PP attendance.</p>	<p>Parental involvement (EEF +3 months)</p>	<p>BBE EFO/LWE BKA/KPA</p>	<p>C.</p>	<p>£18038</p>	<p>Learning Mentors to effectively track attendance on a daily basis.</p> <ul style="list-style-type: none"> <li>• Create incentives, such as postcards home for prize draws for students &amp; parents for improvements.</li> <li>• Short term PA incentives for improvements, such as skip the queue passes or Costa vouchers.</li> <li>• Regular communication and awareness around attendance figure.</li> <li>• Awareness of patterns of poor attendance and put support in place around this.</li> </ul> <p>Regular monitoring of Pupil Premium attendance through the EWO reviews.</p> <ul style="list-style-type: none"> <li>• EWO to complete home visits on most vulnerable students.</li> <li>• EWO to push through warning notices and letters home. EWO to attend EHA meetings for PP students below 90% attendance.</li> </ul>	<p>Bromcom analysis of attendance data.</p>
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					<ul style="list-style-type: none"> <li>• EWO salary part paid from PP budget.</li> </ul>	
<p>Counselling for PP students to enable them to access the curriculum.</p> <p>For some pupils, their emotional needs are a barrier to them accessing their learning.</p>	<p>Social and Emotional learning (EEF +4 months)</p> <p>Behaviour interventions (EEF +3 months)</p> <p>Meta-cognition and self-regulation (EEF +8 months)</p>	<p>BBE EFO/LWE KPA</p> <p>LMc/LCH</p>	D.	£22340	<p>PP students take priority in the counselling and mental health &amp; wellbeing services offered within school.</p> <p>We have a team of two counsellors and a mental health practitioner from BeeU. One counsellor is now fully trained to deliver art therapy.</p>	<p>CPOMS Data.</p> <p>Bromcom analysis of behaviour data.</p> <p>Student voice.</p>
<p>Year 6 – 7 transition work.</p> <p>Week of Year 6 Summer School for PP students to access school prior to the term starting.</p>	<p>Parental involvement (EEF +3 months)</p>	<p>BBE EFO/LWE KPA</p>	A, C, D, I, G, J.	£2500 + Summer School.	<p>Increased support in the transition from primary to secondary. Closer workings with the primary schools through the inclusion panel &amp; family &amp; school support worker, which opens up the opportunity for improved transition links for PP students. Earlier identification improves</p>	<p>Bromcom analysis of behaviour and attendance data within the first half term of year 7.</p>



					<p>parental links and smooth start in September.</p> <p>Summer School week for PP students to attend. An academic and enrichment week to support transition into Year 7 fully staffed by BBS staff.</p> <p>Support in the transition from KS3 to KS4, working around GCSE options.</p>	
<p>Opportunity for PP students to access paid sports clubs/recreational opportunities</p>	<p>Sports Participation (EEF +2 months)</p> <p>Arts participation (+2 months)</p>	<p>BBE JDA</p>	<p>D, H, I.</p>	<p>£3500</p>	<p>In school opportunities that require payment are paid for through PP, such as the boxing club, dance club or tennis club; whereby paid coaches are used.</p> <p>Enrolment of Bright Stars Boxing Academy for disengaged KS4 students. Gaining a boxing, first aid and leadership qualifications.</p> <p>Local links within the community groups, to ensure PP children can access sports &amp; leisure in the community.</p>	<p>Attendance data from clubs/extra-curricular.</p> <p>PP attendance to be in line with non PP.</p> <p>Completion of qualifications.</p>



Music Lessons	Arts participation (+2 months)	BBE ARU/LBU	D.	£4500	<p>Music lessons offered from year 9 for all students taking performing arts options.</p> <p>Exceptions are made for PP students in KS3 who show exceptional talent within the arts.</p> <p>Any CiC/adopted children can opt for Music lessons instead of 1-1. Forces children can also have an allocation of their funding towards Music lessons.</p>	Take up of performing arts options at GCSEs.
Provision of equipment	N/A	BBE EFO/LWE	I.	£4000	<p>Provision of equipment for all students who require it. Students will seek their LM for equipment and this will be given for free and not sanctioned.</p> <p>Year 11 exam pencil cases provided, along with Scientific calculators for all if required.</p>	Bromcom analysis of prepared & equipped to decrease.

