



# Pupil premium strategy statement 2021-22 to 2024-25

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	Burtonwood Community Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Heather Muttock
Pupil premium lead	Heather Muttock
Governor / Trustee lead	Paul Carr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£5,655
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	£55,420

# Part A: Pupil premium strategy plan

## Statement of intent

At Burtonwood CP School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want to ensure that every child has the opportunity to succeed and thrive regardless of starting point, background or the challenges they may encounter. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers.

At Burtonwood CP School, we are committed to raising the attainment of all our pupils and we recognise that disadvantaged pupils will need more support to make progress compared to non-disadvantaged pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will use the Pupil Premium grant and recovery funding to support and raise educational attainment, developing a package of support and additional measures aimed to tackle the challenges to achievement which we have identified among our disadvantaged pupils. However, implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Early assessments and observations show that the majority of our disadvantaged pupils start Reception with low early literacy levels. This gap has widened further with disruption to pre-school attendance due to COVID19 measures.</p> <p>Despite considerable value-added progress made during their first year in school, there remains a significant proportion of children entering Year 1 not having reached a good level of development (GLD) in reading and writing.</p>

2	Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers leading to a lower percentage of disadvantaged pupils reaching both the expected and high standards in English at the end of KS2.
3	Our assessments and observations indicate that the education of our disadvantaged and vulnerable pupils have been disproportionately impacted by lockdowns and disruption to learning caused by COVID19 measures in the past two academic years. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Our assessments, observations and discussions with pupils and families suggest financial barriers impede access for families to access cultural capital opportunities. This can impact on essential knowledge that pupils need to engender an appreciation of human creativity and achievement.
5	School surveys, observations and in-school data show lower levels of parental engagement for pupils who are disadvantaged. This has impacted on attendance and punctuality and on supporting learning in the home environment. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been up to 5% lower than for non-disadvantaged pupils.

## 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
Improve early literacy skills, specifically phonics and reading.	<ul style="list-style-type: none"> <li>An external review of EYFS curriculum, environment, provision &amp; practice will have taken place</li> <li>All children make good progress from baseline in both EY and Key Stage 1 and at least 80% meet national expectations in Reading at the end of Key Stage 1</li> <li>Year 1 phonics screening check outcomes show that 90% of disadvantaged pupils without identified SEND achieve the expected standard, with 100% achieving this by the end of Year 2</li> <li>Children are more confident in their reading</li> <li>Staff have the skills to teach phonics in an effective and systematic way</li> <li>High-quality resources consistent across EYFS and Key Stage 1 support effective teaching of phonics.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment</li> </ul>
Improved standards in early literacy sustained and built upon throughout Key Stage 2	<ul style="list-style-type: none"> <li>High quality teaching and learning along with robust assessment resulting in improved outcomes for all pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Key Stage 2 reading outcomes in 2024/25 show that 90% of disadvantaged pupils without identified SEND achieve the expected or higher standard.</li> <li>• Key Stage 2 writing outcomes in 2024/25 show that 90% of disadvantaged pupils without SEND achieve the expected or higher standard.</li> <li>• 100% of disadvantaged pupils are well-supported academically to achieve an accelerated rate of progress and diminish differences in attainment when compared to non-disadvantaged peers</li> </ul>
Improved attainment levels for all pupils in combined Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>• Attainment gaps have been identified in baseline assessment in Autumn Term.</li> <li>• Accelerated progress made to close identified gaps and ensure that children previously achieving at age-related expectations remain on track to achieve these</li> <li>• KS2 combined reading, writing and maths outcome in 2024/25 show that 80%+ of disadvantaged pupils without identified SEND needs meet the expected standard in all three of these core subjects</li> </ul>
Raise levels of aspiration, self-confidence and resilience of disadvantaged pupils.	<p>High levels of aspiration, self-confidence and resilience from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a significant proportion of disadvantaged pupils will have accessed a wide and varied range of experiences which enables them to expand their knowledge and views of the world and develop as well-rounded adults.</li> <li>• develop their self-esteem, enjoyment, knowledge, vocabulary and well-being.</li> </ul>
Raise attendance of disadvantaged pupils to 96% or higher	<ul style="list-style-type: none"> <li>• Robust monitoring in conjunction with the local authority attendance team to ensure attendance of disadvantaged pupils remains in line with that of the wider school community and that persistent absence is challenged effectively.</li> <li>• A graduated approach is embedded with supportive measures in place to address barriers to attendance.</li> </ul>

## 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

Budgeted cost from Pupil Premium funding: £14,504

Budgeted cost from Recovery Premium funding : £3655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional teacher for English &amp; Maths (part-time)</b> <b>£14,000</b>	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a> <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a>	2
<b>Consultancy services to further develop best practice in EYFS</b> <b>£504</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a> EEF Early Years Toolkit: <ul style="list-style-type: none"> <li>• Play-based learning</li> <li>• Early literacy and numeracy approaches</li> <li>• Communication and language</li> </ul>	1
<b>CPD for teachers (subject leadership for key knowledge retention), and for teaching assistants (supporting disadvantaged pupils / pupils with SEND)</b> <b>£3655</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2

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

Budgeted cost from Pupil Premium funding : £ 25,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional teacher (part-time)</b> £1,000	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a> EEF: Phonics Moderate impact for very low cost, based on very extensive evidence.	2
<b>Teacher tuition</b> £10,000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> EEF: One to one tuition High impact for moderate cost, based on moderate evidence EEF: Small group tuition Moderate impact for low cost, based on moderate evidence.	2
<b>Academic mentor - additional costs</b> £4,426	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a> <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a> EEF: Phonics Moderate impact for very low cost, based on very extensive evidence. EEF: Reading Comprehension Very high impact for very low cost (extensive evidence)	1, 2
<b>Teaching assistant interventions</b> £10,000	Including Switch On Reading (EEF rated intervention to support decoding in reading for those identified as needing this) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Moderate impact for moderate cost (moderate evidence) Oral language interventions – very high impact for low cost (extensive evidence)	1, 2, 3
<b>Nessy software to support interventions for children with additional needs</b> £135	<a href="https://www.nessy.com/en-gb/shop/research/nessy-reading-and-spelling-pilot-case-studies">https://www.nessy.com/en-gb/shop/research/nessy-reading-and-spelling-pilot-case-studies</a>	2

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

Budgeted cost: £9,700

Budgeted cost from Recovery Premium funding : £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Extended services – enrichment activities with specialist teachers including sports, arts, music clubs outside of school hours £3000</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Arts Participation – moderate impact for very low cost (moderate evidence)	4
<b>Free milk £700</b>	Support for physical wellbeing	
<b>Cultural capital enhancement opportunities, including residential, trips, visitor experiences £5000</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Arts Participation – moderate impact for very low cost (moderate evidence)	4
<b>Pastoral wellbeing support for targeted pupils, including purchase of resources £1000</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Social and emotional learning Moderate impact for very low cost (limited evidence)	3
<b>Enhancement of early literacy resources from DfE-approved supplier Bug Club Phonics £2000</b>	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a> EEF: Phonics Moderate impact for very low cost (very extensive evidence).	1
<b>Provision of readily-available online phonics video resources to support parents with home learning and development of early literacy</b>	<b>EEF: Parental involvement</b> Moderate impact for very low cost (extensive evidence) Working with Parents to Support Children's Learning. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a>	5

**Total budgeted cost: £55,420**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

- **To provide additional teaching assistant support in Reception class to provide more targeted teaching especially with early literacy skills, including Phonics and the Nuffield Early Language Intervention.**

Staffing issues due to COVID prevented this support from being entirely consistent. However, accelerated progress was made in early reading and writing by over 50% of the reception class, with the remainder of the class making expected progress. Of 7 children in receipt of Pupil Premium, all were below age-related expectations in reading and writing at baseline. All 7 children made at least expected progress in both, despite the significant disruption caused by the second lockdown. 3 made accelerated progress in reading to meet a good level of development (GLD) and 3 made accelerated progress in writing, with 2 meeting GLD.

- **To provide additional teaching assistant support in Key Stages 1 and 2. Interventions include Switch On Reading outside of school hours for pupil premium children, booster sessions for reading and maths, and speech and language support**

Switch-On Reading was particularly successful with 3 children, moving 6, 8 and 15 book bands, respectively. Teaching assistant tuition was flexible to reinforce the recovery learning in class, meeting needs as they were identified in class and close gaps from remote learning. Speech and language programmes were completed and additional work was carried out to support social skills as well as addressing pastoral needs, particularly necessary in the circumstances.

- **To provide additional teacher tuition outside school hours to help Key Stage 2 pupils catch up with their learning through school staff and the national tuition programme**

In addition to the catch-up premium spend on teacher tuition, Pupil Premium funding was used to support 2 hours per week of one-to-one teacher tuition in Maths for an identified child in Year 6, working significantly below age-related expectations. This enabled the child to achieve a standardised score of 98 in a standardised Maths assessment (previous SATs papers).

It was also used for additional 2 hours per week out-of-hours tuition for a Looked After Child working at a pre-Key Stage level, which continued throughout the summer holiday.

- **To provide one to one and small group support for Pupil Premium children to catch up with their learning through support from an Academic Mentor part funded through the National Tutoring Programme and Pupil Premium**



The Academic mentor was trained in January 2021 but, due to lockdown and COVID restrictions, could not work with identified children in school until April. During lockdown, the academic mentor worked remotely with disadvantaged children who needed adult support with online learning.

- **To provide an additional teacher offering targeted support in Years 1 and 6, and Quality First Teaching for groups in English and Maths in Year 6 (29% of children in Year 6 are Pupil Premium)**

The additional teacher was not deployed in Year 1. Out of nine Year 6 children eligible for Pupil Premium, 67% achieved at least age-related expectations in reading, and 89% made at least expected progress from Key Stage 1. 55% made at least expected progress from Key Stage 1 in Maths; 78% made at least expected progress from Key Stage 1 in writing, despite the lockdown. Gaps from the first lockdown were minimised as far as possible, given the second lockdown and continued requirement to self-isolate if a close contact.

- **To provide enrichment activities including specialist teachers in Art, French and Music, trips, residentials and extra-curricular enrichment clubs, which disadvantaged children might not otherwise access.**

Due to COVID-19 restrictions and measures such as staggered timings, educational visits and enrichment opportunities including clubs, could not take place so no Pupil Premium funding was spent on this. Specialist teaching for French and Art and, where possible, for Music continued to be provided from the school budget.

## 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
Pathways to Reading	The Literacy Company