

# Pupil premium strategy statement 2021-2022



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	Burnham Market Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-2022</b> 2022-2023 2023-2024
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	1 <sup>st</sup> February 2022
Statement authorised by	Mrs Angie Hamilton
Pupil premium lead	Mrs Rachel Stroulger
Governor / Trustee lead	Mr Chris Beek

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,372
Recovery premium funding allocation this academic year	£4,495
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	£42,867

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF has then be used to support decisions around the effectiveness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, are less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there are therefore a number of strategies to put into place to accommodate all needs. It is important to note that at BMPS, 20% of SEND are also PPG, 31% of PPG are SEND. We must consider our 'double disadvantaged' children as a priority.

Our ultimate objectives are:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

## Challenges

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

Challenge number	Detail of challenge
1	To narrow the gap between disadvantaged and non-disadvantaged children throughout the school, in all areas of learning, for all year groups – especially Phonics, Reading, Writing and Maths.
2	To develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1. 66% of Year 1 are working below expected expectations of RWInc in October 2021 assessments, 71% of Year 2 working at below expected level in Phonics in October 2021 assessments. Year R Wellcomm assessments show that only 12.5% of Year R, are at age-related expectations, 25% are significantly behind where they should be.

3	To provide support for KS2 pupils in Writing, Reading and Maths so that gaps can be filled as highlighted from Autumn 1 assessments following the challenging year of 2020-2021. Salford's showed that: Year 1, 2 and 3, >21% of PPG children are below 3 months of chronological age for reading in October 2021 assessments. (See separate monitoring). Maths calculation audit from Autumn 2021 shows that a poor recall of facts >48% of Years 4, 5 and 6 in different areas of calculation. Focus on these children (see separate monitoring).
4	To support families of our disadvantaged children, who have poor literacy/numeracy skills themselves and a lack of resources at home. To support families to engage with their child's learning journey, even when we are not able to invite them into school.
5	To continue to improve/maintain attendance for PPG children at NA (94.6%) or better.
6	To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

## Intended outcomes

**Teaching priorities for current academic year – 6 PPG children in Year 6 (32% of the cohort) 33% of PPG (2/6) are also SEND.**

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
Progress in Reading	Achieve NA Progress Scores in KS2 (0 or better). 85% of PPG at KS2 achieve EXS+ (NA 64%, therefore above)
Progress in Writing	Achieve NA Progress Scores in KS2 (0 or better). 67% of PPG at KS2 achieve EXS+ (NA 67% therefore in-line)
Progress in Mathematics	Achieve NA Progress Scores in KS2 (0 or better). 67% of PPG at KS2 achieve EXS+ (NA 67% therefore in-line)
Phonics	Achieve 87% (NA 82%) at the Phonics Check for Year 1. PPG = 3, aiming for 67% of PPG (2/3) to achieve Year 1 phonics. Achieve 73% (NA 92%) at the Phonics Check for Year 2 (10/14 children, 4x SEND – significant need).
Attendance	Continue to improve/maintain attendance for PPG children to NA (94.6%) or better
GLD	50% of cohort (4/8) to achieve GLD (NA 71%) Currently 1 PPG child in Year R, 100% to achieve GLD.

## 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: £6,300 + £6,000 + £6,240 + £3,200 = £21,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional KS2 Maths Teacher (7 hours a week) <i>Maths teaching to 1:1 and small groups of Year 4, 5 and 6 children.</i> (RN) 7 x £30 = £210 a week £210 x 30 weeks = <u>£6,300</u> (22/7/2022)	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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3
Additional Year 2/3 Teaching Assistant (12 hours a week in each class) <i>Phonics Catch Up teaching, 1:1 and small groups of children</i> (LB) 12 x £20 = £240 a week £240 x 26 weeks = <u>£6,240</u> (22/6/2022)	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: <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Additional Year 4/5 Teaching Assistant (10 hours a week in each class) <i>Catch Up teaching, 1:1 and small groups of children</i> (AR) 10 x £20 = £200 a week £200 x 30 weeks = <u>£6,000</u> (22/7/2022)	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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Additional KS1/2 Teaching Assistant (5 hours a week) <i>SALT work: Catch up teaching, 1:1 and small groups of children for Neli</i> (MB) 5 x £20 = £100 a week £100 x 32 = <u>£3,200</u>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
6 x additional SALT days to address SALT challenges in EYFS. (SW) 6 x £600 = <u>£3600</u>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £668 + £1000 + + £2600+ £600 + £2000 + £5400 + £3580 + £1000  
+£679 = £17,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of RWInc books to share with parents to support additional SALT work. <u>£667.75</u>  Purchasing of additional Maths resources to share with parents at home. (£1000)	It is vital to include parents in the learning journey of their children. By purchasing books and Maths resources, we can engage parents in the teaching of these strategies at home.  <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
Additional TA support on the bus journey to and from school to support the PPG children actually attending school. 2.5 hours a week £50 a week x 32 = <u>£1,600</u>  Additional money to support PPG families with taxis to attend SRBs, school or other educational events	Evidence shows that if children are self-regulated and are emotionally stable and resilient, they are more likely to flourish at school. By having an adult to work with them to get them to school, this will provide this.  <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5

<u>(£1000)</u>		
ASD/SEMH days to support children with Social, Emotional and Mental Health issues. Additional days = <u>£600</u> in total	External assessment from the SEMH and ASD team will enable staff and parents to have strategies that they can then use with children, both in groups and in 1:1 situations.  <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
PPG children to buy new reading resources for the library and develop the love of reading in school. <u>(£2000 for NCBC)</u>	By developing a love of reading this will also develop Reading Comprehension strategies also.  <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	5, 6
To create whole school events which are a stimulus to writing for all, as well as events to develop and boost self-esteem.  9x £600 = <u>£5400</u>	Evidence shows that children engaged in the Arts, also develops their learning in other curriculum areas also. The SEMH qualities are developed alongside this as the children benefit from different stimulus events in school and this enhances their participation.  <a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1 - 6
Focus on wellbeing for disadvantaged children (uniform, meditation & music tuition). £1000 for uniform, £1500 for music £1080 for meditation <u>(£3580)</u>	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):  <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 5, 6
Purchasing of Testbase assessment materials, CPG booster books, Third Space and White Rose assessments to determine bespoke teaching for groups of children. <u>(£1000)</u>	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:  <a href="https://www.educationendowmentfoundation.org.uk/standardised-tests">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Contingency fund for acute issues. <u>(£679)</u>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £42,867**

## Part B: Review of outcomes in the previous academic year 2020-2021

### Pupil premium strategy outcomes

Aim	Target	Outcome 2021
Progress in Reading	Achieve NA Progress Scores in KS2 (0 or better). 71% of PPG at KS2 achieve EXS+ (NA 62%, therefore above)	71% of PPG achieved Reading, above NA as estimated.
Progress in Writing	Achieve NA Progress Scores in KS2 (0 or better). 57% of PPG at KS2 achieve EXS+ (NA 68%) (6/7 PPG are PPG + SEND) Below by 1 child.	71% of PPG achieved Writing, above NA & above estimated.
Progress in Mathematics	Achieve NA Progress Scores in KS2 (0 or better). 57% of PPG at KS2 achieve EXS+ (NA 67%). In-line with NA.	57% of PPG achieved Maths, just below NA & as estimated.
Phonics	Achieve 65% (NA 82% below as 3/6 not, are SEND) at the Phonics Check for Year 1 and 88% (NA 92% - inline) for Year 2. 4 PPG children in Year 1 50% expected to pass (NA 71%, 2/4 are SEND). NO NA for Year 2 (67% 2/3 PPG) expected to pass.	Achieved 56% Year 1 Phonics Check. (1 PPG passed, 2 significant SEND). 86% of Year 2 passed Phonics Check. 67% of PPG (2/3)
Attendance	Improve attendance for PPG children to NA (94.6%) or better	PPG attendance at 96.4% so above NA.
GLD	73% of cohort to achieve GLD (NA 71%) Currently 1 PPG child in Year R, 100% to achieve GLD.	63% achieved GLD (NA 71%) 1 PPG did not, focus to achieve Phonics in Year 1.

#### Other aims + outcomes:

Aims	Outcomes 2021
To narrow the gap between disadvantaged and non-disadvantaged children throughout the school, in all areas of learning, for all year groups – especially Phonics, Reading, Writing and Maths.	<p>Detailed analysis by Subject Leads and EYFS leads at the end of the year 2020-2021, shows that %s are mixed across the year groups and gaps have been diminished in some areas such as:</p> <p>In Year 5 Reading, PPG are performing higher than Non-PPG at 75% compared to 71%.</p> <p>In Year 5 Writing, PPG and Non-PPG are performing at the same rate.</p> <p>In Year 3 Maths, PPG performing higher than non-PPG children 75% compared to 33%.</p>



	Accurate target setting in Year 6 achieved EXS for PPG and better in Writing than expected.
To develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1.	<p>62% of EYFS children made typical or above typical progress from their starting points in September 2020.</p> <p>76% of PPG children were typical or above for Physical Development.</p> <p>62% of all children achieved Communication and Language.</p> <ul style="list-style-type: none"> <li>• RWI test scores for Year 2 show that of the 6 children in the group, all made less errors in the July assessment, compared to April or May assessments.</li> <li>• By having a third member of staff full-time has ensured that we have been better able to meet the emotional needs of pupils and adults. Communication has been easier too.</li> <li>• 7x Yr 1 children received extra phonics sessions. 0% could access the Phonics Check in March 2021, 43% then passed or were very close in June 2021.</li> <li>• Out of the 7 Yr1 children, 4 made average or above average progress on book bands (57%) and 3 were below (43%). 1 out of this 3 was a child on a partial timetable and has been referred to SRB placement.</li> </ul>
To support the Social, Emotional and Mental Health of all disadvantaged children, especially during these unprecedented and challenging times.	<p>Resilience and stamina have been improving since a return to school on the 8<sup>th</sup> March – this is still to be a focus in 2021/2022. The children, after a longer, focused Summer Term, are certainly more resilient now (evidenced by pupil interviews &amp; learning walks).</p> <p>The nurturing afternoon worked really well and a full broad and balanced curriculum has been taught in the Summer Term 2021. Children had the space and time to talk in the pms and pupil interviews/work evidenced in books, demonstrates this.</p>
To support families of our disadvantaged children, who have poor literacy/numeracy skills themselves and a lack of resources at home. To support families to engage with their child's learning journey, even when we are not able to invite them onto the school site.	<p>PPG children and families were called once every 2 weeks and vulnerable/SEND children had a check-in daily during lockdowns.</p> <p>Virtual/telephone conversations were had and follow up calls made where necessary. SLT members followed up calls/visits to houses also.</p> <p>Laptops/dongles were given to PPG families to access remote education.</p> <p>Food parcels were prioritised for PPG families.</p> <p>Parental questionnaires show these were appreciated (see monitoring).</p>