

# Pupil premium strategy statement

## Burnham Market Primary School



This statement details our school's use of pupil premium (and recovery 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	94
Proportion (%) of pupil premium eligible pupils	29.8%
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> )	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rachel Stroulger
Pupil premium lead	Rachel Stroulger
Governor / Trustee lead	Steve Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,190
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£33,745

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, from all backgrounds, should make progress from their starting points and that this includes the most able children also.*

*At our school, we are aware that 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, 33% of SEND are also PPG and as a whole school, 12.8 % are PPG + 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	SATs analysis and detailed subject analysis shows that there are gaps 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	Baseline assessment shows we need to develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1. 62% of Year 1 are working below expected expectations of RWInc in October 2023 assessments, 56% of Year 2 working at below expected level in Phonics in October 2023 assessments. October 2023 Year R baseline assessments show only 43% of children can

	hear and say initial sounds & only 57% can listen to others in small groups or 1:1. Only 29% of children can understand vocabulary.
3	SATs and gaps analysis shows a need for focus on the 4 operations for Year 6 as well as embed sentence stems to enhance understanding and making links between calculations and solving problems. Focus on cross-curricular writing, spelling and handwriting at KS2 even though 100% of PPG in Year 6 achieved EXS, only 50% of Year 5 PPG children did.
4	Assessments show that we have a greater proportion (29.8%) of our families are disadvantaged compared to the National Average (25%). We need to support families of our disadvantaged children, who have poor literacy/numeracy skills themselves and a lack of resources at home. We need to support families to engage more with their child's learning journey.
5	Data analysis of attendance data shows that there must be a focus to continue to improve attendance for PPG children at NA (94.6%) or better. 2023 attendance was 89.2% for KS1 and 91.9% for KS2, for PPG.
6	Assessments, observations and discussion with pupils show that there are a number of social and emotional issues for disadvantaged families, notably lack of enrichment activities. To give the disadvantaged children a broad spectrum/range of extra-curricular activities.

## Intended outcomes

**Teaching priorities for the current academic year – 4 PPG children in Year 6 (25% of the cohort 4/16) 25% of PPG (1/4) is also SEND and 25% of PPG has medical needs leading to significant absence.**

Intended outcome	Success criteria
Maintain high attainment at the end of Key Stage 2 by disadvantaged pupils. [In the 2022-23 cohort of Y6, 100% of the PPG children achieved EXS+ across the board, 67% of them achieved GD in Reading].	<p>Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 64%, therefore above).</p> <p>Gaps analysis will show that more children have answered the questions correctly.</p> <p>All children throughout the school will have a continued passion for reading after attending events and being immersed in books.</p>
<p>Maintain high attainment in Writing by the end of Key Stage 2 by disadvantaged children. [In the 2022-23 cohort of Y6, 100% of the PPG children achieved EXS+ across the board].</p> <p>Children will have increased stamina for writing in all subjects and will have completed a range of genres across the school.</p>	<p>Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 67% therefore above).</p> <p>Star Write books will be completed for all children, showing a variety of genres for all abilities.</p>

	Teachers will have a knowledge of children and will be able to assess the children against the frameworks in the books, both in LKS2 and in UKS2 using Trust frameworks and end of Year 6 frameworks.
Maintain high attainment in Maths by the end of Key Stage 2 by disadvantaged children. [In the 2022-23 cohort of Y6, 100% of the PPG children achieved EXS+ across the board]. Children will be fluent in arithmetic.	Achieve NA Progress Scores in KS2 (0 or better). 75% of PPG at KS2 achieve EXS+ (NA 67% therefore above). SATs analysis and gaps analysis will show that children are more fluent with the 4 calculations. SATs analysis will show that the children have answered the high value questions.
Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.	Achieve 69% (11/16 children, 6 children are SEND), (NA 79%) at the Phonics Check for Year 1. PPG = 2, 0% expected to pass as both children have significant SEND.  Achieve 67% (NA 89%) at the Phonics Check for Year 2 (6/9). PPG = 3, 0% expected to pass as all children have significant SEND.
To achieve improved attendance for all pupils, especially the disadvantaged pupils.	Continue to improve attendance for PPG children to NA (94.6%) or better.
To achieve above NA GLD at the end of EYFS.	71% of cohort (5/7) to achieve GLD (NA 65%) Currently 0 PPG children in Year R. Children will be confident and ready to move into KS1.

## 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: £13,300 + £13,300 = £26,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Y5/6 teaching assistant (17.5 hours a week). Small group/1:1 teaching of English and Maths, specifically scaling down the Year 5/6 to make it more accessible. Reinforcement of learning to children with retrieval difficulties.</p> <p>17.5 x £20 = £350 per week.</p> <p>£350 x 38 weeks = £13,300.</p>	<p>EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months).</p> <p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (+5 months).</p>	1 and 3
<p>Additional Y1/2 teaching assistant (17.5 hours a week). Small group/1:1 teaching of English, Phonics, Maths and SALT.</p> <p>Consolidating Phonics that are already learnt. Focus on accelerated learners so that they can then access classroom learning.</p> <p>17.5 x £20 = £350 per week.</p> <p>£350 x 38 weeks = £13,300.</p>	<p>EEF: Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months).</p>	1 and 2

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

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
6 x SALT days to address SALT challenges across the school. 6 x £600 = £3,600	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	2

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

Budgeted cost: £1,900+ £1000 + £645 = £3,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support on the bus journey to and from school to support PPG children actually attending school. 2.5 hours per week £50 per week x 38 = £1,900  Norfolk attendance strategy in place to promote better attendance - use of PSA and MHST where appropriate to support families.	Department for Education (DfE) <b>research</b> indicates that good attendance at school is a prerequisite to pupils' attainment, wellbeing and wider development. The pupils with the highest attainment at the end of key stage 2 (KS2) and key stage 4 (KS4) have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.	4 and 5
To create whole school events which are a stimulus to writing for all, as well as events to develop and boost self-esteem. £1000	EEF: Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment (+5 months).  EEF: Arts participation approaches can have a positive impact on academic	4, 5 and 6

	outcomes in the other areas of the curriculum (+3 months).	
Focus on well-being for disadvantaged children (uniform & music tuition). £345 uniform, £300 for music (£645 in total)	EEF: There is extensive evidence association childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers).	4 and 5

**Total budgeted cost: £26,600 + £3,600 = £30,200 = £30,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<u>Target for 2022-2023</u>	<u>Outcome for 2022-2023, 3 PPG (1 is SEND also)</u>
Achieve NA Progress Scores in KS2 (0 or better) for Reading. 100% of PPG at KS2 achieve EXS+ (NA 62%).	Overall progress score for Reading +2.4. 100% of PPG achieved EXS+, 67% ( $\frac{2}{3}$ ) achieved GD. Above NA for 2023 (62%).
Achieve NA Progress Scores in KS2 (0 or better) for Writing. 100% of PPG at KS2 achieve EXS+ (NA 68%).	Overall progress score for Writing +2.3. 100% of PPG achieved EXS+. Above NA for 2023 (68%).
Achieve NA Progress Scores in KS2 (0 or better) for Maths. 100% of PPG at KS2 achieve EXS+ (NA 67%).	Overall progress score for Maths is 0. 100% of PPG achieved EXS+. Above NA for 2023 (67%).
Achieve 63% (NA 82%) at the Phonics (only 8 children (50% SEND) Check for Year 1. PPG = 3, aiming for 33% of PPG (1/3) to achieve Year 1 phonics (2/3 PPG are SEND).	Achieved 63% at Year 1 Phonics Check (50% SEND in a small cohort of 8). Achieved 33% of PPG to pass Phonics Check ( $\frac{2}{3}$ PPG = SEND also).
Achieve 80% (NA 92%) at the Phonics Check for Year 2 (12/15 children, 3x SEND – significant need, only 1 to achieve).	Year 2 - Achieved higher than target (80%) of 87%. $\frac{1}{2}$ (50%) of PPG passed as targeted, $\frac{1}{3}$ SEND achieved as targeted.
Continue to improve/maintain attendance for PPG children to NA (94.6%) or better.	KS1 attendance = 89.2%, KS2 attendance = 91.9%. (average total 2022 = 92.8%) Average total for 2023 = 90.6%. Continued focus needed, especially in KS1.
75% of cohort (12/16) to achieve GLD (NA 65%) Currently 2 PPG children in Year R, 50% to achieve GLD.  Children will be confident and ready to move into KS1.	69% of the cohort achieved GLD (1x medical needs didn't as in GOSH). 50% ( $\frac{1}{2}$ ) PPG in EYFS achieved GLD as targeted.

Our Core subject leaders have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The DfE has shared our school's 2023 performance data with us.

Here are some of our findings for other year groups:



Year 2 – same % of PPG and Non-PPG achieved Year 2 Phonics resit. No gap. Larger gap (57%) between PPG/Non-PPG in RW and M, therefore continued focus in KS1 for intervention.

Year 3 – Smaller gap between PPG/Non-PPG of 20% in attainment in R, W and M. Demonstrates impact of intervention from previous year.

Year 4 – Small gap (16% or less) between PPG/Non-PPG attainment in R, W and M. Demonstrates impact of intervention from previous year.

Year 5 – Small gap (12% or less) between PPG/Non-PPG attainment in R, W and M. Demonstrates impact of intervention from previous year.

Year 6 - 100% of PPG children achieved EXS in Reading vs 83% of Non-PPG.

Year 6 - 100% of PPG children achieved EXS in Writing vs 77% of Non-PPG.

Year 6 - 100% of PPG children achieved EXS in Maths vs 75% of Non-PPG.

This clearly shows that there still remains a gap between PPG and Non-PPG in some year groups (mainly KS1), as well as significant higher levels of attainment by PPG in other year groups too. We need to continue to focus on Year 6 to make sure those children achieve well this year also in 2024.

With reference to Challenge 6, we need to continue to provide a broad spectrum/range of extra-curricular activities for our disadvantaged families. Monitoring from 2022-2023 shows that pupils and families really benefited from the support of the different events that were organised in school, as well as subsidising the residential visit away. The focus on emotion coaching has given children the language to express their anxieties as well as express how much they enjoy and reflect on these events in school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*