

# Pupil premium strategy statement

Burford Primary School 2022-2023

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	144
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	October 21 (updated Jan 23)
Date on which it will be reviewed	October 23
Statement authorised by	Gemma Rodgerson
Pupil premium lead	Adam Clark
Governor / Trustee lead	Gemma Rodgerson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,410
Recovery premium funding allocation this academic year	£2,610
Pupil premium (and recovery 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>	£32,020

# Part A: Pupil premium strategy plan

## Statement of intent

At Burford Primary School we strive to ensure that all of our children are at the core of our vision of 'Respect, Aspire, Achieve'.

### Respect

All children, irrelevant of their background, should have access to a high quality curriculum being delivered by well trained staff.

### Aspire

We want our children to have the highest aspirations for themselves and others. We understand the importance of ensuring that all children have access to a wide range of educational and cultural experiences.

### Achieve

We want all children to leave Burford Primary School ready for the next step in their educational journey with positive attitudes to learning and the essential key skills and knowledge across the curriculum.

- This plan has been written to ensure that any potential barriers can be overcome through whole school change, individual support, and wider strategies.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Varied needs of pupil premium children, including families receiving additional support and children with Special Educational Needs</i>
2	<i>Access to wider opportunities</i>
3	<i>Ensuring that children are emotionally ready to learn</i>
4	<i>Developing positive learning behaviours through consistent approaches to teaching and developing a love of reading</i>

## 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
<i>Consistent teaching of Mathematics, writing and reading across the school, including the targeted use of interventions.</i>	Improved outcomes for all children, especially PP children, with progress data being in line, or above, the national average
<i>Children have access to a broad and balanced curriculum with a range of experiences planned both educationally and culturally</i>	Broad and balanced curriculum embedded which ensures that children develop both the knowledge and the skills required through primary education. Monitoring of books and pupil voice will show that children have developed a love of learning.
<i>Children develop a love of reading.</i>	Children will read for pleasure and talk passionately about reading. The number of children passing their phonics screening check and leaving Year 6 at the expected standard will increase, as will the progress which children make.

## 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: £ 11,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to be provided for the teaching of writing through No Nonsense Literacy £350 for Power of Reading training and £2,200 to provide cover for class teachers for training and to monitor and support teachers across the school</i>	EEF effective professional development EEF improving literacy in Key Stage 1 EEF improving literacy in Key Stage 2	4

<p><i>Develop the role of the mathematics subject lead attending developing mastery program and embedding across the school</i></p> <p><i>£1,000 to cover attending of developing mastery CPD programme</i></p> <p><i>£1,000 to cover release time to monitor and support mathematics teaching across the school</i></p> <p><i>£500 for additional mathematics resources to support mathematics teaching across the school</i></p>	<p>EEF effective professional development</p> <p>EEF improving mathematics in the Early Years and Key Stage 1</p> <p>EEF improving mathematics in Key Stages 2 and 3</p> <p>NCETM teaching for mastery</p> <p>EEF mastery learning</p>	4
<p><i>Support in subject leadership</i></p> <p><i>Reading and mathematics consultant to support the school</i></p> <p><i>£1,000</i></p> <p><i>Purchase of additional reading books to ensure that there is always a wide range of books available</i></p> <p><i>£500</i></p> <p><i>Additional teaching hours to release phase/subject leaders</i></p> <p><i>£5,000</i></p>	<p>EEF effective professional development</p> <p>EEF improving literacy in Key Stage 1</p> <p>EEF improving literacy in Key Stage 2</p>	4

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

Budgeted cost: £ 17,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of Teaching Assistants known to children to deliver immediate one to one</i></p>	<p>EEF making best use of teaching assistants</p> <p>EEF research on feedback</p>	1, 4

<i>and small group interventions based on teachers assessment of learning and to support class teaching with teachers give feedback</i> £7,327	EEF teacher feedback to improve pupil learning	
<i>Training of any new staff in Read Write Inc., to support phonics interventions.</i> £2,500 <i>Ensuring we have sufficient trained Teaching Assistants to run phonics interventions</i> £7,327	EEF making best use of teaching assistants EEF phonics Using approved systematic synthetic phonics programme	1,4

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

Budgeted cost: £3,415

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Additional staff member required to allow class teacher to support parents of our youngest children leaving their child at school in term 1</i> £420 <i>Utilise Boxhall profile to monitor social emotional and behaviour difficulties and to provide suggested interventions</i> £250  <i>Continue to develop use of Jigsaw PSHCE</i> £995	Mentally healthy schools – transitions EEF school transition tool EEF improving social and emotional learning in primary school EEF working with parents to support children's learning	1,3
<i>Ensure that all children have access to trips and that cost is not a barrier</i> £500	Pupil premium, using the pupil premium for learning outside of the classroom Council for Learning Outside the Classroom	2, 4

<i>Forces club £250 resources £1,000 staff running costs</i>	Service pupil premium: examples of best practice	1,3
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**Total budgeted cost: £ 32,020**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At the beginning of the 2021/2022 academic year, the schools internal data identified that children were working behind their peers across reading, writing and mathematics.

To support PP children in making accelerated progress across reading, writing and mathematics, the school invested in developing whole school pedagogy with a focus on teaching in mixed age classes. The Power of Reading was invested in to exposure all children, including disadvantaged children, to aspirational, high quality texts. Initial investment was also made in developing mathematics across the school, ensuring the mathematics subject leader could deliver changes across the school.

There have been additional phonics interventions, including across our Upper School. Staffing has also supported our youngest children with their transition in to primary school.

Standardised teacher assessments support teacher assessments which show that our pupil premium children made accelerated progress compared to non-pupil premium children in the academic year 2021-2022 in reading, writing and mathematics. However, pupil-premium children are, on average, still performing slightly below their non-pupil premium peers. The difference is largest in reading, and smallest in mathematics.

### 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	

## 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***

Additional nurture and support offered through SENCo

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

Individual support plans in place whilst parents or carers were deployed allowed for children to continue to come to school and access learning.