

# Pupil premium strategy statement

## Burlington Junior School 2021-2024

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	Burlington Junior School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	04.12.21
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Miss S H Mills
Governor / Trustee lead	Mrs L Grimshaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 202,335
Recovery premium funding allocation this academic year	£ 21,315
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	£223,650

# Part A: Pupil premium strategy plan

## Statement of intent

At Burlington Junior School we aim to diminish the difference between disadvantaged pupils and their peers. The Education Endowment Fund identify that this 'is the greatest challenge facing English schools' (2019). We believe that having a tiered and evidence based approach to this strategy will aid disadvantaged pupils academically, socially and mentally so that they achieve and have access to the same opportunities as their peers.

Common barriers to learning for disadvantaged children can be: 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 is no "one size fits all."

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identifies as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Demography and School Context

Burlington Junior School is a community school located in Bridlington, on the northeast coast. Two of the year groups are three form entry and the other two are four form (with smaller class sizes).

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes (year 5 and year 6), improving opportunities for effective teaching and accelerating progress.
- Employing a 'Catch-up' academic mentor – providing small group work with an experienced mentor, focussed on overcoming gaps in learning.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition from Infants to Primary.
- Additional learning support.
- Pay for some activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To help fund the cost of the children learning a musical instrument and singing in a choir throughout Bridlington.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Burlington Values and thus enhance learning.
- Promote 'Nature Friendly' and the use of outdoor space to create and enhance new learning experiences.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Language deficit - Lack of opportunities for conversation within the home, and lack of experiences, limits language development and understanding.
2	Sufficient progress from KS1 in Reading, Writing and Maths.
3	Lack of cultural capital limits experiences and inhibits access to and engagement with the curriculum.
4	Lack of aspirations through and across generations of families in the local area results in pupils not regarding attendance at schools as a high priority. The current curriculum is not yet fully engaging some hard to reach pupils so that they desire to attend frequently.
5	Significant deprivation in the local area presents a barrier for children being ready to learn. Pupils need a curriculum that develops social and emotional self-awareness and supports children to manage their feelings and behaviours <b>This has been identified as a significant barrier post Covid-19 National Lockdown.</b>

## 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
<p>Improvements in language acquisition and understanding through quality models and experiences leads to greater understanding in Reading.</p>	<ul style="list-style-type: none"> <li>- EoKS2 Reading outcomes will see an overall improvement to achieve at least national.</li> <li>- The difference between PP and Non-PP will diminish at EoKS2 (2018 - -25.4% difference)</li> <li>- Staff will be effectively challenging HA pupils in Reading to further support their development.</li> <li>- Higher ability PP pupils will be achieving GDS in Reading.</li> <li>- LA and SEND pupils will be effectively supported through the use of Phonic sessions and other interventions so that they make at least expected progress from their starting point.</li> </ul>
<p>The % of PP pupils achieving ARE combined increases so the difference to national other continues to diminish.</p>	<ul style="list-style-type: none"> <li>- High quality teaching will address children's needs across all curriculum areas.</li> <li>-Talk for Writing will be embedded across the school, consistently.</li> <li>-Writing outcomes for PP pupils across the school will have increased.</li> <li>-Effective Maths sessions will be embedded across the school.</li> <li>- Maths outcomes for PP pupils will have increased across the school.</li> <li>- EoKS2 combined for PP will have increased.</li> <li>- Difference between combined PP and national others will have continued to diminish.</li> <li>-Times Tables Rockstars is purchased for the whole school.</li> </ul>
<p>A curriculum that is ambitious and delivers cultural capital for all pupils, particularly those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>- 100% of disadvantaged pupils will have attended at least one extra-curricular club or activity.</li> </ul>

	<ul style="list-style-type: none"> <li>- At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity organised through school.</li> <li>- 100% of educational trips will have a dedicated secondary focus which augments other areas of the curriculum through enrichment.</li> <li>- EoKS2 writing outcomes will see an overall improvement to</li> </ul>
<p>Pupils have high attendance, come on time to school and are punctual.</p>	<ul style="list-style-type: none"> <li>- Overall attendance for PP pupils will be on an upward trend (94.19% 2018/19)</li> <li>- Persistent absences for PP pupils will have reduced (15.33% 2018/19)</li> <li>- Overall school attendance will have improved to be in line with national.</li> </ul>
<p>All children to make progress as they feel supported and their emotional needs are being addressed effectively.</p>	<ul style="list-style-type: none"> <li>- Children will know where they can get emotional support.</li> <li>-Key children are identified by class teachers and referred to the nurture provision in school.</li> <li>- Less behaviour incidents across school due to the support children receive.</li> <li>- Children who are accessing or have accessed the support over the year will be making expected progress from their starting point.</li> <li>- Staff will have evidence of progress in this area through the Boxall profiling.</li> <li>- positive feedback from parents/carers and pupils regarding nurture support</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 (for example, CPD, recruitment and retention)

Budgeted cost: £269,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for Staff on Vocabulary and language acquisition</p> <p>£660</p>	<p>Closing the Vocabulary Gap – Alex Quigley.</p> <p>In their ‘Improving Literacy in KS2’ (2017) document, the EEF state that the approach to developing vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words.</p>	1
<p>Reduced class size in Upper KS2</p> <p>£264,733</p>	<p>EEF + 3months.</p> <p>This had a positive impact on Y6 last year and due to the high numbers of disadvantaged and pupils with SEMH needs in Y5, and the need for accelerated progress, includes Y5 and y6 this academic year.</p>	2, 5
<p>Talk for Writing – continued CPD and support for Staff</p> <p>£990</p>	<p>EEF – Improving Literacy in Key Stage 2 – document states:</p> <p>Teaching writing composition strategies through modelling and supported practice. There is extensive evidence to support this method of teaching and this is part of the Talk for Writing sequence, in which teachers are receiving specific CPD.</p>	2
<p>Whole school CPD linked to Paul Dix ‘When the adults change, everything changes’ and ‘After the Adults change’.</p> <p>£990</p>	<p>Further develop restorative practice based 30 second interventions.</p> <p>Further develop an ethos across school where ‘deliberate calm, consistent and planned behaviour underpins everything.’ (Dix, P:2021)</p>	2, 3, 4, 5
<p>Quality first teaching for all CPD</p> <p>£990</p>	<p>Rosenshine’s principles.</p> <p>EEF Special Needs in mainstream schools:            – flexible grouping; – cognitive and metacognitive strategies; – explicit instruction;            – using technology to support pupils with SEND; and – scaffolding.</p>	2, 3, 4, 5

Continue embedding Effective Maths across the school. Specific focus on Teachers/Support Staff new to school.  <i>£466</i>	Mastery approach to Mathematics. (EEF +5Months)  EEF Improving Maths in KS2 and 3 recommendations.	2
Reading read write inc  <i>£857</i>	EEF Phonics + 4 months.	

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

Budgeted cost: £ 8,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor <i>£1401</i>	The National Tutoring Programme (NTP) is to help support disadvantaged pupils to catch-up on missed learning. One pillar of NTP is the academic mentor programme.	2
Tute – small group tuition. <i>£1338</i>	EEF Small group tuition +4months.	2
Reading ‘Catch Up’ intervention – Phonics <i>£4909</i>	EEF Phonics + 4 months.	2
Y6 intervention <i>£950</i>	EEF Small group tuition +4months.	2

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

Budgeted cost: £ 28,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Behaviour Interventions - Identified Behaviour Lead <i>£13302</i>	Paul Dix – When the Adults Change, Everything Changes.	2,3,4
Breakfast club <i>£898</i>		
Social and Emotional Learning – PSA lead <i>£10437</i>	EEF Social and Emotional Learning Interventions +4 months	2,3,4,5
Picture News – wider understanding of the world and to encourage debate about moral and social issues. <i>£300</i>		
Hull Children’s university/ in school organised trips – wider opportunities linked Cultural capital <i>£4000</i>		

**Total budgeted cost: £ 307,041**



## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	After school 'Catch up' Sessions in Reading and Maths
What was the impact of that spending on service pupil premium eligible pupils?	Positive impact on Place value understanding and inference skills within Reading.

## Further information (optional)

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