

Pupil premium strategy statement – Burlington Junior School

This statement details our school's use of pupil 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	290
Proportion (%) of pupil premium eligible pupils	51.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-27
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025 Autumn 2026 Autumn 2027
Statement authorised by	
Pupil premium lead	Mrs S Sanderson
Governor / Trustee lead	Mrs L Grimshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£220,520

Part A: Pupil premium strategy plan

Statement of intent

At Burlington Junior School it is our intention that all pupils, irrespective of their background or the challenges they may face, make good progress from their starting points and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support pupils classed as 'pupil premium' to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 evidence based and responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all pupils
- Act early to intervene at the point need is identified
- Continue to drive 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	Our attendance data indicates that attendance among disadvantaged pupils is lower than that of their non-disadvantaged peers by around 3%. Persistent absentees for disadvantaged pupils is significantly higher (31.58% in 23-24).

2	Assessments across year groups show that many pupils have gaps in their key mathematical knowledge. Results from the multiplication check (2024) shows a gap of -36.14% between disadvantaged pupils and their non-disadvantaged peers.
3	Assessment data shows that the gap between disadvantaged and non-disadvantaged is closing slower in Writing. As research has shown, following the Covid 19 pandemic, Writing outcomes have been most effected.
4	Many, but not all disadvantaged children, have not developed their reader identities and are not able to understand that they read to learn and read to enjoy. This also affects their reading fluency, as they are not spending the time developing their reading proficiency.
5	Assessments (including Boxall Profile), observations and discussions with pupils and their families indicate that the social and emotional needs of our pupils continue to be impacted. Pupils need a curriculum which develops social and emotional self-awareness and supports children to manage their feelings and behaviours. This is also a challenge due to our locality – a coastal town, in an area of high deprivation.

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
Pupils have high attendance, come on time to school and are punctual.	<ul style="list-style-type: none"> - Overall attendance for PP pupils will be on an upward trend (90.98% 23-24) - Persistent absences for PP pupils will have reduced (31.58% in 23-24) - Overall school attendance will have improved to be in line with national (92.93% academic year 23-24).
Pupils key mathematics knowledge increases so that they are more competent and confident to complete mathematical problems.	<ul style="list-style-type: none"> - Increase in % of PP pupils achieving 16+ in their Multiplication check at the end of Y4. - Times table assessment shows that pupils in Y5 and Y6 continue to build on their gains from Y4. - Outcomes in arithmetic testing demonstrates positive improvements for disadvantaged pupils across all year groups (PIXL assessments). - Number sense maths is embedded across the school
The difference between PP at BJS and Non-PP National in Writing continues to diminish. (currently 9%)	<ul style="list-style-type: none"> - % of PP pupils achieving ARE in their year group increases - Book scrutinies show an increasing awareness of grammar and sentence structure - Handwriting CPD is completed and teachers' knowledge supports improvements in handwriting across year groups.

	<ul style="list-style-type: none"> - The difference between PP and Non PP, within year groups, diminishes. - EoKS2 combined for PP will have increased. - Difference between combined PP and national others will have continued to diminish at the EoKS2.
<p>Pupils will speak positively about reading and be able to recommend books to their peers.</p> <p>Reading fluency skills will have increased across the school and this will have a positive impact on reading outcomes</p>	<ul style="list-style-type: none"> - % of pupils achieving ARE+ at the end of KS2 increases to in line with national. - % of pupils reading with fluency, following fluency assessments, is increasing each term. - effective CPD means that teachers are aware of the strategies for teaching fluency. - all teachers are aware of their lowest 20% readers and interventions take place daily to support these pupils, including those which are disadvantaged.
<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"> - School engaged in training with Nurture UK. - Boxall profiles completed for key pupils and tracked each term. - Weekly ELSA sessions completed for key pupils. ELSA assessment shows an improvement in outcomes. - Assessment shows that pupils with SEMH needs are making positive progress from their starting point.
<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"> - 100% of disadvantaged pupils will have attended at least one extra-curricular club or activity. - At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity organised through school. - 100% of educational trips will have a dedicated secondary focus which augments other areas of the curriculum through enrichment.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6694

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on Number Sense	Recommendation from 'The Maths Hub' following an audit of the current maths curriculum.	2
Provide release time so that member of staff can complete NPQ for Maths leadership	Will provide a Maths specialist in school to further strengthen the Maths curriculum offer.	2
Quality first teaching for all CPD	<p>Rosenshine's principles.</p> <p>Teaching 'Walkthrough' Guides by Tom Sherrington.</p> <p>EEF Special Needs in mainstream schools:</p> <ul style="list-style-type: none"> — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding. <p>Inclusive education principles using the 'Teacher Toolkit' and the local authority's Ordinarily Available Provision documentation.</p>	1, 2, 3, 4, 5
Reading read write inc CPD	EEF Phonics + 4 months.	3, 4
Nurture Uk CPD – Boxall profiles and Nurture support	EEF Toolkit Social and Emotional learning +4 months.	1, 5
Continued 'Talk for Writing' CPD – inclusive of basic skills and handwriting support	<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>	3

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

Budgeted cost: £120,506.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading 'Catch Up' intervention – Phonics	EEF Phonics + 4 months.	4
Reading fluency 1:1 support	One of the EEF Improving Literacy at KS2 recommendations.	4
Maths – Number Sense Group/1:1 tutoring	Recommendation from The Maths Hub.	2
Lexia Core reading Lexia Power up	Reading comprehension strategies +6 months EEF toolkit	3,4
Times Table Rockstars	Increase Mathematical fluency in timestables	2
Y6 Intervention	1:1 – EEF + 5 months Group - EEF small group tuition + 4 months	2,3,4
Reduced class size in Y6	EEF + 3 months Reduced class size in Y6 only, due to SEMH needs, level of PP and support gaps in learning.	2,3,4,5
Teaching Assistant Interventions	EEF + 4 months 1:1 – EEF + 5 months Group - EEF small group tuition + 4 months	2,3,4, 5

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

Budgeted cost: £103816

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Interventions - Identified Behaviour Lead	Paul Dix – When the Adults Change, Everything Changes. EEF – Behaviour interventions +4	5
Attendance monitoring	EEF Attendance report March 2022	1
Breakfast club	EEF Attendance report March 2022	1, 5

Social and Emotional Learning – PSA lead	EEF Social and Emotional Learning Interventions +4 months.	1, 5
Picture News – wider understanding of the world and to encourage debate about moral and social issues.	Resources tailored for primary with relevant and meaningful links to British Values and supporting pupil personal development.	5
Cultural Capital – Subsiding key experiences for pupils classed as Pupil Premium	Due to the coastal location of our setting and that we are in a high area of deprivation, many children do not get the chance to broaden their experiences. Ofsted states that it will consider the extent to which ‘schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.’	5
Free music lessons for all pupils in 2024 -2025	To provide opportunities for all. EEF Arts Participation + 3months.	5

Total budgeted cost: £ 231,016.59

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is a new strategy beginning Autumn 2024.

The review for the previous strategy is available on the school website.

Externally provided programmes

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

Programme	Provider