

Pupil premium strategy statement Burton Bradstock CE 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Burton Bradstock CE Primary School |
| Number of pupils in school | 82 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021/22, 2022/23 2023/24 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Adam Gough |
| Pupil premium lead | Adam Gough |
| Governor / Trustee lead | Pat Lewis-Badgett |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 20,370 |
| Recovery premium funding allocation this academic year | £ 2030 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 22,400 |

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. According to research conducted by the EEF, 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 pupil or groups of pupils the school has legitimately identified 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

Burton Bradstock CE Primary School is a smaller than average-sized primary school. Almost all pupils are White British. Pupils are taught in four mixed-age classes: Pre-school and Reception, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The proportion of disadvantaged pupils supported by the pupil premium is below the national average. Around two thirds of children come from out of our catchment area. The map below shows the deprivation index for our catchment area.



Although the village ranks in the 6th decile, there are pockets of deprivation.

Ultimate Objectives

- To continue to narrow the gap between disadvantaged children and their peers both in school and nationally
- Enable disadvantaged children to fulfil their potential, making sustained progress over their time at Primary school and give them the foundations to go on to gain GCSEs in English, Maths and Science in their Secondary education

How we will achieve this

- Focus on high quality teaching by investing in professional development and providing opportunities for staff to work collaboratively both in school and across the trust to improve outcomes for PP children.
- Maintain a small class group in EYFS as the early years are recognised as a key area for early intervention and this will support PP children to make the best possible start.
- 1:1 support and interventions for children who require it
- Small group interventions run by trained support staff
- Transition programme from Pre-school into EYFS and from Year 6 into Year 7
- Provide financial support with opportunities including trips, visits and learning a musical instrument
- Ensure that disadvantaged children are given opportunities to take part in events where they represent the school
- Provide extra classroom support to enable small group work to happen during whole class teaching
- Support families where attendance is an issue through monitoring, discussion and involvement of relevant external support as necessary

This is not an exhaustive list and will be adapted to fit the needs of our children as appropriate.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Progress and attainment at the end of KS2 is lower than the national average |
| 2 | Phonics, language and communication skills lower at EYFS and KS1 for disadvantaged pupils than their peers |
| 3 | Reduced opportunities for disadvantaged pupils to take part in extracurricular activities |
| 4 | Attendance and punctuality difficulties |

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 |
|---------------------|---|
| Progress in reading | Achieve results inline or above national average in KS2 Reading (0) |
| Progress in writing | Achieve results inline or above national average in KS2 Writing (0) |
| Progress in maths | Achieve results inline or above national average in KS2 Maths (0) |
| Phonics | Disadvantaged children will pass the Year 1 phonics check in line with the national average |
| Improve attendance | Attendance for disadvantaged pupils is above 95% |

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: £11,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Develop pupils' literacy skills to improvement attainment in reading and writing | Focused work on developing children's vocabulary will enhance their attainment in writing. Talk for Writing is a proven approach that raises attainment in literacy. Explicit teaching of mathematical vocabulary will enhance attainment in reasoning when children are asked to explain their own ideas with clarity and precision. Currently different phonics programmes being used, by investing in RWI across the school. | 1,2 |
| Staff CPD – time given for quality staff professional development | High quality staff CPD is essential to follow EEF principles and whole trust teaching and learning principles (based on Rosenshine and Walkthrus). This is followed up during Staff meetings and IN-SET. We are part of the Jurassic Maths Hub, Initio Learning Trust and are continuing our work with the Cornerstones English Hub to support the implementation of our phonics scheme. | 1,2,3,4 |

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

Budgeted cost: £ 2,030 (catch up premium) and £7,400.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teacher led interventions – Pre-teach, 1:1 reading, small group teaching, phonics interventions | EEF toolkit suggests small group interventions, especially those involving meta-cognition and self-regulation enable learners to support each other. Supporting children to be active and influential participants in mathematics lessons through effective use of assigning competence and pre-teaching Consistent teaching of synthetic phonics is recommended in the Ofsted publication 'Bold Beginnings' (2017) and it is recognised that reading is at the heart of the most successful classrooms. | 1,2,4 |

| | | |
|---|---|-------|
| Teaching Assistant led interventions including 1:1 reading, speech and language, talk boost, First Class programmes | Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. | 1,2,4 |
|---|---|-------|

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

Budgeted cost: £1,970

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Access to clubs, extra-curricular activities, roles and opportunities | Outcomes for children who are able to take part in extracurricular clubs and activities including the 'arts' are improved (EEF report on Arts participation). Can also support children to re-engage in their learning and improve well-being, feel valued and play an active part in school life. | 1,2,3,4 |
| Financial support for trips and visits | Learning outside the classroom is a key part of school life and a pupil's financial background should not be a barrier to this. All trips and visits are linked to the curriculum and play an important part in their schooling. | 1,2,3,4 |
| Music lessons | Every child has the right to learn to play an instrument. We use the Dorset Music Service and Wessex Music to ensure that all children are given this opportunity. | 1,2,3,4 |

Total budgeted cost: £22,400

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 2022 to 2023 academic year.

Due to the small numbers of children in our pupil premium cohorts, we take a very personalised view of the progress and attainment of these children (as we do with all children at Burton). They are discussed in our pupil progress meetings, selected for monitoring both in house and at trust level.

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 |
|--|----------------------|
| Times Table Rockstars | TTRS |
| Every Child Counts interventions (Success@Arithmetic number sense and calculation) | Edge Hill University |
| Talk Boost | I can |

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.