

Pupil premium strategy statement 2023-2024

Burnt Tree Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Burnt Tree Primary
Number of pupils in school 443 405	(including nursery) (excluding nursery)
Proportion (%) of pupil premium eligible pupils (including 8 nursery children)	31% (124 pupils) 30% (132 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025
Date this statement was published	November
Date on which it will be reviewed	June 2023
Statement authorised by	J Bayliss (HT)
Pupil premium lead	J Bayliss (HT)
Governor / Trustee lead	T Akintola/S Bott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,005
School led funding (national tutoring funding)	£18,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£231,018

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, including looked after children and those who have a social worker.

High-quality teaching is at the heart of our approach, along with quality interventions. At Burnt Tree we support all of our pupils. We do this by providing high quality classroom teaching supplemented with interventions to support vulnerable learners as and when required. This should have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also part of wider school plans for education recovery, mainly in its targeted support through the use of additional teaching for pupils who have been identified as requiring additional support in order to make expected progress.

Our approach will be planned to suit individual needs, based on ongoing assessment and pupil progress meetings. To ensure the best possible progress and to give all children the best possible opportunities, we will:

- ensure all pupils are challenged
- act early to intervene at the point need is identified
- ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. At Burnt Tree we support all of our pupils. We do this by providing high quality classroom teaching supplemented with interventions to support vulnerable learners as and when required. The school leadership team and governing body monitor the impact of all spending and interventions, including the pupil premium.

Challenge number	Detail of challenge
1	Learning support in identified areas. High Quality teaching to address gaps and knowledge.
2	Lack of access to books for quality reading. Support reading at home.
3	Difficulties with speech, language and communication particularly for younger pupils.
4	Poor language acquisition Limited (or no) English spoken at home Newly arrived to the country – limited English at home
5	Social interactions and relationships.
6	A number of disadvantaged pupils require greater pastoral support due to circumstances at home which are affecting their well being and achievement.
7	Limited experiences of the wider world outside school.
8	Attendance/Lateness – for identified pupils.

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>To ensure that pupils eligible for PPG make progress in line with their peers.</p> <p>To raise attainment for pupils eligible for PPG and to close the gap between this group and other pupils.</p>	<p>Assessment data and pupil progress meetings will show closing the gap between PPG and other pupils.</p> <p>Interventions in place following data analysis/pupil progress meetings.</p> <p>Class teacher and assistant Senco to monitor interventions</p> <p>Regular pupil progress meetings</p>

	<p>Booster sessions for year 6 pupils (reading, writing and maths) Trained LSP to deliver phonics catch up sessions.</p>
<p>Ensure that pupils have access to high quality and varied reading materials.</p>	<p>There will be an improvement in the range of books available in the library. Pupils to be encouraged to select a new book each week to take home. To ensure books are changed frequently and sent home.</p> <p>Ensure that disadvantaged pupils have access to high quality texts and read regularly (in school)</p>
<p>To focus on language acquisition and development in EYFS to improve communication and language.</p>	<p>Additional support staff to deliver interventions throughout the EYFS. (WELLCOMM)</p> <p>PP children will achieve in the area of communication and language in line with the other pupil groups.</p> <p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils.</p>
<p>Focus on language and communication across KS1 and KS2 to improve communication and language acquisition.</p>	<p>Additional support in small language and communication groups – using wellcomm materials.</p> <p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils.</p>
<p>To support pupils who have been referred to the speech and language service and work with identified children with speech and language targets to improve communication skills.</p>	<p>HLTA (with specific training in speech and language development) to deliver programmes as provided by the speech and language practitioners. Also to support identified pupils whilst waiting for S&L programmes. This will ensure that children's speech and language skills do not hinder them accessing the curriculum in an age appropriate way.</p> <p>Children with speech and language needs will be able to access the curriculum in line with other pupils.</p>
<p>To support the mental health and well-being of PPG pupils and LAC pupils in order to reduce their barriers to learning. Improve social interactions and relationships.</p>	<p>Family support worker to work as a mentor to offer support and advice to pupils when required (with parent/carer permission)</p> <p>Family support worker to work alongside PCSO's to support identified children with emotional well being, self esteem, confidence and resilience.</p> <p>Pupil premium and LAC children will</p>

	<p>achieve in line with other groups and improve outcome in mental health and well being.</p> <p>Family support worker to also support parents with managing challenging behaviour at home and supporting with any issues/problems.</p> <p>Trained mental health lead to continue to work with staff and children across the school.</p>
To provide social and emotional support for identified children through internal and external support.	<p>West Bromwich Albion intervention. Identified children to have significant improvement in their social and emotional well being.</p> <p>Family support worker – targeted groups.</p>
To provide after school clubs so children experience a variety of activities including sports, music, crafts and other enrichment opportunities.	<p>Weekly clubs with costs subsidised by school. Outside staff and school staff to offer selection of clubs.</p> <p>Monitor attendance of pupil premium children and ensure funded places are available for this group.</p> <p>There will be a good uptake of after school clubs by this pupil group.</p> <p>Clubs will be developed from pupil voice.</p>
To support the provision of life experiences that will enhance the curriculum	<p>To provide opportunities/experiences:</p> <p>Workshops/experiences Theatre visit London visit Contribution to educational visits including residential experiences and coaches Children will be excited learners and link their learning to real life experiences. Limited experiences will not be a barrier to learning.</p>
To achieve and sustain improved attendance for all pupils, particularly, our disadvantaged pupils.	<p>The overall absence rate for all pupils will decrease and the attendance gap between disadvantaged pupils and their non disadvantaged peers will be reduced. The percentage of all pupils who are persistently absence will decrease including disadvantaged children.</p> <p>Attendance will be in line with national average.</p>

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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional in class support in KS2 to accelerate progress in reading, writing and maths. 1 LSP am in every KS2 class (8 LSP's – class based – am) 1 full time LSP – pm across each year group (KS2)	Based on previous results, this has proved to be most effective in ensuring that all children have the support that they require within lessons whilst accessing quality teaching. Same day interventions to address misconceptions promptly and provide pre-teaching where necessary.	1
Enhance the quality of texts in the school library to develop reading for pleasure. Quality texts for guided reading/phonics.	Based on pupil conferencing and teacher judgements, where pupils have access to a wide range of books, they are more likely to want to read. This results in improved reading and comprehension skills. Will promote a love of reading.	2
LSP support for language development in the EYFS CPD for Early Years staff – Early Talk Boost	Additional LSP 3 to support language development in EYFS using WELCOMM materials. Language development is shown to improve when this support is in place. Identified children will work with additional LSP to improve their communication and interaction skills.	3
LSP funded to support communication and language across KS1/KS2 including newly arrived children. LSP to deliver welcomm/welcomm 2. Embed language activities across the school curriculum. These can support	The use of the WELCOMM materials across all year groups including newly arrived pupils. Children show excellent progress over the year with this intervention in place. There is evidence to suggest that oral language interventions, including dialogic activities such as high-quality	3,4

<p>pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>LSP's (and teachers) to support newly arrived/EAL pupils to develop language and communication skills.</p>	<p>classroom discussion, are inexpensive to implement but have high impacts on reading.</p> <p>Use learning Village materials/interventions to support the development of English for EAL pupils and children newly arrived to the country. This programme supports children to develop language so that they are able to access the curriculum.</p>	
<p>HLTA to coordinate and deliver speech and language interventions</p>	<p>HLTA to work alongside the speech and language therapists to deliver targets in school to improve speech and language which then has an impact on phonics lessons and other curriculum lessons.</p>	3

Targeted academic support (for example, one-to-one support, small group support, structured interventions) Budgeted cost: £81,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition enables the teaching to focus on a small number of pupils, within the classroom or in an intervention area. Tuition in small groups is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>Children who require a pre teach or consolidation of learning from the classroom benefit from a small group intervention to ensure that they are on track with peers. Have a secure understanding of the fundamentals of mathematics.</p>	1
<p>Strategically planned effective interventions to target disadvantaged</p>	<p>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs.</p>	

children's needs to ensure they are making good progress and closing any gaps in learning so that they are working in line with their peers.		
Small group support; 1:1 interventions and booster groups throughout KS1 and KS2 for reading, writing and maths. Teachers check and know barriers to learning for children in their classes. They identify these and provide opportunities to improve children's knowledge, understanding and access to learning.	Interventions for target children identified on class action plans delivered by highly trained and effective LSP's.	1
Support staff delivering intervention sessions focussing on pre-teaching and same day interventions.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from an LSP this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	1

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

Budgeted cost: £24,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school Theatre visit (yrs 1-6) Theatre visit - external	In school Theatre visit (yrs 1-6)	7
Black Country Museum project with a focus on engineering, manufacturing, construction and science.	The experiences provided by the workshops provided by the Black Country museum will help to raise aspirations of pupils and expose them to career choices.	
Careers and science Fayre	Will raise aspirations and enable	

	pupils to become aware of career options and raise aspirations for the future.	
Contribution towards educational visits, extra-curricular activities and residential activities to support experiential learning. Music provision/wider opportunities.	To ensure that children have a wide range of opportunities that they may not experience if not provided by school. Children will experience cultural experiences including music and art (SIPS music, instrumental tuition, visits to the symphony hall and residential including Ingestre Hall Arts Centre)	7
After school clubs (subsidised)	To offer children a wide range of experiences including various sports, competitions, music and art.	7
Provide pupils with experiences outside the classroom (eg. outdoor learning centres / activities) Bring curriculum topics to life outdoors and provide residential opportunities.(Ingestre/Edgmond)	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. This will include residential opportunities to Edgmond Hall with outdoor and forest school experiences.	7
West Bromwich Albion intervention – am – maths support – small groups in yrs 3 and 4. Social/emotional intervention	Through a positive practical play based approach in KS2. Active learning for children in KS2 to develop memory and recall. Groups with family support worker.	5,6
In house provision to support SEMH and pastoral support.	Family support and mental health lead working in partnership to set up groups to support targeted children who would benefit from SEMH support.	5,6
Part funding of family support worker to support vulnerable children who need mentoring or support with emotional and behavioural difficulties in order to make good progress with their learning including attendance. Support for families and children to	Children who have emotional support and a known contact in school are likely to feel safe and secure and able to develop relationships and trust in order to improve their self esteem and attitudes.	5,6

<p>promote good self -esteem and positive home experiences.</p>		
<p>Attendance Officer to monitor attendance of all children, with a focus on various groups including disadvantaged children and communicate regularly with parents to improve attendance. Meetings with parents and attendance officer will take place along with involvement from LA attendance officer support.</p>	<p>Children who attend school regularly and have high attendance do well, there is less opportunity for missed learning or gaps in learning and children build on prior knowledge and make links with their prior learning.</p>	<p>8</p>

Total budgeted cost: £231,018

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.

Early Years

67% of children achieved GLD in line with national (2022/23). 70% of disadvantaged children achieved GLD. This is above 2023 national figures of 52%.

KS1

The number of children achieving the expected standard in reading, writing and maths is 61% which is 5% above the national figure of 56%. There is a gap of 16% between disadvantaged and non disadvantaged children (45%) achieving the expected standard in school but we are 5% above national of 40%

KS2

Disadvantaged children achieving expected in reading, writing and maths is above national at 57%, national 44% (2023). There is a gap between disadvantaged children and non disadvantaged pupils in school of 19% - 76% vs 57%.

Internal; assessments and pupil progress meetings three times a year help track groups of children to ensure any gaps are closed and barriers to learning identified and supported.

The attendance of disadvantaged children as a group (90%) is lower than that of non disadvantaged (93%) (Autumn term data 2023)

GLD – 2023/2024	
% Non disadvantaged	% Disadvantaged

Attainment at end of KS1 (2023/24)							
Reading		Writing		Maths		Combined	
EXP	Non Dis	EXP	Non Dis	EXP	Non Dis	EXP	Non Dis
	Dis		Dis		Dis		Dis
GDS	Non Dis	GDS	Non Dis	GDS	Non Dis	GDS	Non Dis
	Dis		Dis		Dis		Dis

Attainment at end of KS2 (2023/24)							
Reading		Writing		Maths		Combined	
EXP	Non Dis	EXP	Non Dis	EXP	Non Dis	EXP	Non Dis
	Dis		Dis		Dis		Dis
GDS	Non Dis	GDS	Non Dis	GDS	Non Dis	GDS	Non Dis
	Dis		Dis		Dis		Dis

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
ICT resources to support learning Times tables rock stars Education City (access at home/school) (licences) Now Press Play subscription Purple Mash Oddizzi – geography Key Stage History Kapow Mastering the Curriculum Literacy Shed White Rose Maths Learning Village Twinkle	Times Tables Rock Stars Education City Now Press Play White Rose Maths