

Pupil premium strategy statement - Burnt Tree Primary School

This statement details our school's use of pupil premium for the 2024 to 2025 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
Number of pupils in school 457 (including nursery) 413 (excluding nursery)	
Proportion (%) of pupil premium eligible pupils (R-Yr6) Nursery children - EYPP	34% (139 pupils) To be advised
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	June 2024
Statement authorised by	J Bayliss Headteacher
Pupil premium lead	J Bayliss (HT)
Governor / Trustee lead	S Bott/C Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,170
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£217,170

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

Our intention is to ensure that all pupils, regardless of their background, make good progress and achieve high standards across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, ensuring that they achieve outcomes that match or exceed their peers. We aim to close gaps in attainment by improving the quality of teaching, implementing targeted interventions such as WELCOMM for early language development and providing social and emotional support through interventions such as the West Bromwich Albion (WBA) programme. These strategies benefit all pupils, with an emphasis on those facing additional challenges such as pupils with EAL and those requiring mental health support.

We will:

- Ensure disadvantaged pupils are challenged through high-quality teaching.
- Provide early intervention based on robust diagnostic assessments.
- Adopt a whole-school approach where all staff are responsible for the outcomes of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading and writing among disadvantaged pupils at KS2, with a gap between them and their non-disadvantaged peers.
2	Limited access to high-quality reading materials at home, resulting in reduced engagement in reading.
3	Speech, language and communication difficulties, especially in EYFS and KS1, which impact early literacy development and disproportionately affect EAL pupils.
4	Social and emotional challenges affecting some disadvantaged pupils' ability to focus and engage in learning.
5	Attendance and punctuality issues, leading to gaps in learning for some disadvantaged pupils.

6	Gaps in mathematical understanding, particularly problem-solving and mastery skills at KS2.
7	Limited experiences of the wider world outside school – Many disadvantaged pupils have fewer opportunities to engage in enrichment activities, cultural experiences, or learning opportunities beyond the school environment, impacting their aspirations and engagement with learning.

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
1. Improve reading outcomes for disadvantaged pupils	At least 85% of disadvantaged pupils at KS2 will achieve the expected standard in reading and at least 45% will achieve greater depth.
2. Enhance communication and language development for EAL and disadvantaged pupils	75% of EAL and disadvantaged pupils in EYFS and KS1 will achieve expected levels in communication and language, supported by the WELCOMM intervention
3. Close the attainment gap in maths	80% of disadvantaged pupils at KS2 will achieve the expected standard in maths and the gap between disadvantaged and non-disadvantaged pupils will be reduced to 5%
4. Improve social and emotional wellbeing through WBA intervention	All disadvantaged pupils identified for the West Bromwich Albion (WBA) intervention will show improved social skills, emotional regulation and increased engagement in maths
5. Increase attendance and reduce persistent absence.	Attendance rates for disadvantaged pupils will increase to 94%, with a reduction in persistent absenteeism to align with national averages
6. To provide disadvantaged pupils with enriching experiences outside the classroom	By 2024-2025, there will be a significant increase in the participation of disadvantaged pupils in extracurricular activities, school trips and cultural experiences. Pupil surveys and participation data will show that at least 80% of disadvantaged pupils have taken part in enrichment activities

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: **£95,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. WELCOMM intervention for language development and EAL pupils	The WELCOMM toolkit provides targeted support to improve speech and language skills in EYFS and KS1, addressing vocabulary and communication challenges.	3
2. West Bromwich Albion (WBA) intervention for social and emotional support & maths skills	The WBA intervention builds social and emotional resilience through sports, alongside active learning strategies that support mathematical problem-solving.	4, 6
3. Small group reading and phonics interventions	Regular small-group reading sessions using high-quality texts will target disadvantaged pupils falling behind, focusing on phonics and comprehension.	1, 2
4. Targeted attendance monitoring and family engagement	An attendance officer will monitor and engage with families of disadvantaged pupils to reduce absenteeism and improve punctuality.	5
5. Maths booster sessions for KS2	Targeted small-group tuition in maths will ensure that gaps in problem-solving and core skills are addressed, using evidence-based approaches to teaching for mastery.	6
6. Increased access to extracurricular activities and cultural experiences	Research from the EEF indicates that providing pupils with cultural experiences and enrichment activities can increase engagement and motivation in school. This will help broaden horizons and improve educational engagement among disadvantaged pupils.	7

7. Educational trips, workshops and theatre visits	Planned trips to museums, cultural landmarks and theatre visits to expose disadvantaged pupils to experiences they may not otherwise encounter. Participation in workshops and visits will enhance pupils' cultural capital	7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£75,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. WELCOMM intervention (1:1 and small group)	Small group and 1:1 sessions using the WELCOMM toolkit to support disadvantaged and EAL pupils with speech, language and communication.	3
2. West Bromwich Albion (WBA) intervention	Small group sessions through sports, led by WBA, will improve emotional regulation, alongside active learning for maths.	4, 6
3. Reading support (small groups)	Daily phonics and reading comprehension support for disadvantaged pupils, focusing on improving fluency and closing gaps.	1, 2
4. Maths intervention (small groups)	Small group booster sessions will support KS2 pupils in consolidating key mathematical concepts and problem-solving	6
5. Family Support Worker (FSW) intervention for SEMH	The FSW will deliver targeted interventions, including social, emotional and mental health (SEMH) support. This includes 1:1 and small group sessions for disadvantaged pupils to build resilience, self-esteem and emotional regulation.	4

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

Budgeted cost: **£46,770**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. West Bromwich Albion (WBA) intervention for social and emotional support	The WBA intervention provides small group sessions that focus on developing social skills, emotional resilience and team-building through sports. This addresses the social and emotional difficulties faced by disadvantaged pupils, which can hinder their academic engagement.	4
2. Targeted attendance monitoring and parental engagement	An attendance officer will monitor attendance and work with families to support regular attendance and reduce persistent absenteeism. Evidence suggests that parental involvement and active monitoring improve attendance.	5
3. Pastoral support for wellbeing and behaviour	The family support worker will provide pastoral care, emotional support and mental health interventions. This helps pupils with social and emotional difficulties to build confidence, self-esteem and focus on learning.	4
4. After-school clubs and enrichment activities	Offering after-school clubs, such as sports, music and arts, will enhance disadvantaged pupils' engagement and wellbeing, helping them to develop a wide range of skills and improve overall school experience.	4, 5
5. Incentivised attendance and punctuality initiatives	Rewards and recognition for good attendance and punctuality will be implemented to motivate pupils and parents, especially those at risk of persistent absenteeism.	5
6. Family Support Worker (FSW) targeted support for SEMH	The FSW will work closely with pupils facing social and emotional challenges. Support will include individual and group sessions focused on emotional regulation,	4

	resilience and self-esteem. FSW will also engage parents where needed to support wellbeing at home.	
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Total budgeted cost: £217,170

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, the school closely monitored the performance of disadvantaged pupils across various measures, including attainment, attendance and wellbeing. Below is a review based on the analysis of assessment data, observations and progress against the intended outcomes/

Reading

Outcome: Disadvantaged pupils in KS2 achieved 82% at the expected standard in reading, which is above the national average but slightly behind non-disadvantaged peers (87%).

Evaluation: While there has been significant progress in reading, particularly in Year 1 phonics where disadvantaged pupils outperformed national figures, the gap in KS2 reading between disadvantaged and non-disadvantaged pupils remains a focus for the upcoming year.

Next Steps: Expand guided reading interventions and access to high-quality texts to ensure disadvantaged pupils progress further in reading.

Maths

Outcome: In KS2, 74% of disadvantaged pupils reached the expected standard in maths compared to 84% of non-disadvantaged pupils.

Evaluation: Despite being above the national average for disadvantaged pupils, the gap between disadvantaged and non-disadvantaged pupils persists.

Next Steps: Increase focus on small group maths interventions and provide more same-day interventions to ensure immediate support for misconceptions.

Early Years Foundation Stage (EYFS)

Outcome: In EYFS, 62.5% of disadvantaged pupils achieved a Good Level of Development (GLD), exceeding the national figure for disadvantaged pupils but still behind non-disadvantaged peers.

Evaluation: The gap in communication and language skills remains a key challenge, particularly for EAL pupils.

Next Steps: Continue to implement the WELCOMM intervention in EYFS and KS1 to support language development and help close the gap.

Attendance

Outcome: The attendance of disadvantaged pupils was 90%, which was lower than non-disadvantaged pupils (93%) and the national target.

Evaluation: Persistent absenteeism among disadvantaged pupils is still an issue, negatively impacting their academic progress.

Next Steps: Strengthen family engagement through attendance initiatives, including targeted attendance monitoring and rewards for improved attendance.

Social and Emotional Wellbeing

Outcome: The West Bromwich Albion (WBA) intervention showed positive impacts, with participating pupils demonstrating better emotional regulation, improved behaviour and increased engagement in lessons.

Evaluation: Pupils benefitted from structured wellbeing support and sports-based interventions, particularly those with identified social and emotional needs. However, the demand for such interventions remains high.

Next Steps: Continue to expand the WBA program and pastoral support to meet the growing social and emotional needs of disadvantaged pupils.

Behaviour and Wellbeing

Outcome: Behaviour incidents decreased among pupils who participated in pastoral and mental health support programs, but more pupils are being identified for additional support.

Evaluation: There was a noticeable improvement in self-regulation and overall classroom behaviour for disadvantaged pupils who received social and emotional learning (SEL) support.

Next Steps: Extend pastoral and mental health interventions, with a focus on SEL groups and mentorship, especially for those pupils with higher behavioural needs.

Overall Evaluation

The outcomes for disadvantaged pupils in 2023-2024 met or exceeded expectations in several key areas, including Year 1 phonics, EYFS development and social-emotional wellbeing. However, gaps in KS2 reading and maths, as well as attendance, persist. The review indicates that interventions such as WELCOMM for language development and the West Bromwich Albion (WBA) intervention for wellbeing have been effective and will continue to be essential parts of the strategy moving forward.

The school is on track to achieve the long-term outcomes set out in the strategy by 2024-2025, but with adjustments to further target specific needs, particularly in maths and attendance.

Externally provided programmes

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

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA