

Pupil premium strategy statement 2022-2023

Burnt Tree Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	439 (including nursery) 400 (excluding nursery)
Proportion (%) of pupil premium eligible pupils (including 5 nursery children)	27%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,195
Recovery premium funding allocation this academic year	£22,720 (£9,860 pupil premium recovery, catch up £12,860)
School led funding	£13,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£229,510

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

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>Interventions in place following data analysis/pupil progress meetings.</p> <p>Class teacher and assistant Senco to monitor interventions</p> <p>Half termly pupil progress meetings</p> <p>Booster sessions for year 6 pupils (reading, writing and maths)</p> <p>Trained LSP to deliver phonics catch up sessions.</p>

<p>To support the mental health and well-being of PPG pupils and LAC pupils in order to reduce their barriers to learning.</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 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> <p>Huggle pets intervention for identified pupils.</p>
<p>To support pupils who have been referred to the speech and language service and identified children waiting for S&L appointments.</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.</p>
<p>To focus on language acquisition and development in EYFS</p>	<p>Additional support staff to deliver interventions throughout the EYFS. (+WELLCOMM)</p>
<p>Focus on language and communication across KS1 and KS2</p>	<p>Additional support in small language and communication groups – using wellcomm materials.</p>
<p>To ensure that pupils have access to high quality and varied reading materials.</p>	<p>Continue to improve the range of books available for the library. Pupils to be encouraged to select a new book each week and take it home. To ensure books are changed frequently and sent home.</p>
<p>To provide after school clubs so children experience a variety of activities including sports, music, crafts and other enrichment opportunities.</p>	<p>Weekly clubs with costs subsidised by school. Outside staff and school staff to offer selection of clubs.</p>
<p>To support the provision of life experiences that will enhance the curriculum</p>	<p>Theatre visit</p> <p>London visit</p> <p>Contribution to educational visits including residential experiences and coaches</p>
<p>To provide social and emotional support for identified children through internal and external support.</p>	<p>West Bromwich Albion intervention, Family support worker – targeted groups, Huggle Pets intervention.</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
Enhanced maths teaching and curriculum through the use of White Rose/CPA/ Mastery approach	The DFE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	5
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.	5
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. To promote a love of reading.	1
LSP support for language development in the EYFS	Additional LSP 3 to support language development in EYFS using WELCOMM materials. Language development is shown to improve when this support is in place.	2
LSP to support communication and language across KS1/KS2 including newly arrived children LSP to deliver welcomm/welcomm 2.	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.	2,6

HLTA to coordinate and deliver speech and language interventions	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 other lessons.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £81,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to teach small groups of pupils years 1-6 for math/reading/writing (target 2 year groups per day for identified children) Small group tuition enables the teaching to focus exclusively on a small number of pupils, usually in a separate classroom or working area. (but can be within the classroom) Intensive 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.	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.	5
Small group support; 1:1 interventions and booster groups throughout KS1 and KS2 for reading, writing and maths.	Daily interventions for target children identified on class action plans delivered by highly trained and effective LSP's.	5
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	3,4

	who would benefit from SEMH support.	
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.	5

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

Budgeted cost: £23,195

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)	8
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.	7,8
After school clubs (subsidised)	To offer children a wide range of experiences.	8
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.	7.8
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.	4 3
Part funding of family support worker to support vulnerable	Children who have emotional support and a known contact in	3,4,7

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 promote good self-esteem and positive home experiences.	school are likely to feel safe and secure and able to develop relationships and trust in order to improve their self esteem and attitudes.	
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Total budgeted cost: £229,510

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.

GLD 2021	GLD 2022	GLD 2023
59%	60%	67%

Year 1 Phonics Test Passed			Year 2 Phonics Test Passed		
2021	2022	2023	2021	2022	2023
62%	72%	73%	25%	58%	64%
					All pupils by end of Yr2 86%

Attainment at end of KS1-Year 2 (2022/23)		
Reading	Writing	Maths
Exp 63%	Exp 64%	Exp 72%
GD 16%	GD 11%	GD 18%

Attainment at end of KS2-Year 6 (2022/23)			
Reading	Writing	Maths	Combined
Exp 75%	Exp 77%	Exp 78%	Exp 76%
GD 42%	GD 16%	GD 47%	GD 11%

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 f(or access at home) (licences) Now Press Play subscription Purple Mash Oddizzi – geography Key Stage History Kapow Mastering the Curriculum Literacy Shed	Times Tables Rock Stars Education City Now Press Play
White Rose Maths	White Rose Maths