

Pupil Premium Strategy Statement 2022-23

3 Year Plan 2022-2025



Burlish Park Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Burlish Park Primary
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kerry Postans
Pupil premium lead	Heather Lindley
Trustee lead	Alan Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,760
Recovery premium funding allocation this academic year	£6,960
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	£83,720

Part A: Pupil premium strategy plan

Statement of intent

MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2022-23.

Aims:

To improve outcomes for all disadvantaged pupils **so that:**

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils across the MAT **so that**

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.

To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

Burlish Park Primary School Intent

At Burlish Park Primary School, the achievement and wellbeing of every child is important. We recognise that some children face greater difficulties or disadvantage than others, and that sometimes this can be caused or exacerbated by circumstances in which families face significant financial constraints. We recognise, too, that periods of economic difficulty experienced by families may be short or long term and may have considerable or minimal impact on a child's educational achievement and wellbeing.

The targeted and strategic use of the school's Pupil Premium Grant (PPG) allocation is important in helping us to provide effective tracking, monitoring and support for children whose families are known to be facing, or have faced, periods of financial difficulty.

The school recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievement.

Vision Statement:

At Burlish Park Primary School we strive to:

- ✓ provide opportunities for all of our students to engage in their learning and to acquire the skills and knowledge they need for future success
- ✓ use the Pupil Premium funding imaginatively and effectively to ensure that economic disadvantage for some students is not a barrier to success
- ✓ work with parents/carers throughout the year to make sure that all eligible students have been identified
- ✓ create and maintain a high profile of disadvantaged pupils amongst staff as a key accountability group
- ✓ work with teachers, Teaching Assistants, parents/carers and the School Improvement Board to ensure that all eligible students make expected or better than expected progress through high quality teaching and meaningful feedback
- ✓ track the progress of disadvantaged pupils regularly, identify any barriers to learning and adjust provision where required
- ✓ seek best practice and research regarding the Pupil Premium spend to ensure the best student outcomes
- ✓ improve the range and quality of the overall learning experience for disadvantaged pupils, including enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	Due to COVID some pupils are still entering the EY and KS1 with poor language and communication skills.

	<p>Only 50% of FSM children left the EY last year achieving GLD. This was due to the following challenges:</p> <ul style="list-style-type: none"> ✓ Lack of time in a nursery (due to COVID) ✓ Poor language and communication skills on entry which significantly impacted upon the pre skills and knowledge needed to access the curriculum. ✓ Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers. <p>Language across the school:</p> <ul style="list-style-type: none"> ✓ Reading outcomes particularly in KS1 are well below national (22%). ✓ Reading outcomes particularly in KS2 are well below national (45%).
2	<p>Resilience and anxiety:</p> <p>Assessments through Motional, observations and the voice of the child have identified social, emotional and mental health issues for a number of disadvantaged children:</p> <ul style="list-style-type: none"> ✓ Approximately a third of our disadvantaged pupils have experienced Domestic Abuse. ✓ Approximately a third of our disadvantaged pupils have parents with mental health problems. ✓ Nearly half of families where there has been Domestic Abuse have a parent/parents with mental health issues. ✓ 15% of our pupils need counselling and nurture. ✓ 100% of pupils who have experienced DA demonstrate through assessment the need for emotional and social support. ✓ Children with ACEs - 84% of PP eligible pupils have been identified as having one or more ACE. <p>As a result:</p> <p>Some of our pupils have lower resilience and struggle to bounce back, and struggle to develop a positive mindset to persevere with their work. Due to their home lives some of our disadvantaged pupils suffer high anxiety poor mental health and wellbeing.</p>
3	<p>Assessment at the end KS1 and KS2 in Reading, Writing and Maths indicates that fewer disadvantaged children attain the expected levels compared to their peers.</p> <p>KS2 SATs results for disadvantaged children</p> <ul style="list-style-type: none"> ✓ Reading 45% (74% national figure for all pupils)

	<ul style="list-style-type: none"> ✓ Writing 55% (69% national figure for all pupils) ✓ Maths 55% (71% national figure for all pupils)
4	<ul style="list-style-type: none"> ✓ Our attendance data for 2021/22 indicates that attendance among disadvantaged pupils has been 2% lower than non-disadvantaged pupils. ✓ 30% of our disadvantaged children are persistent absentees.

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
Improvement of speech, language and communication – oracy skills, particularly for our disadvantaged children.	The pupils' spoken language will be strengthened so that they can communicate ideas, ask questions and engage effectively with others across the curriculum and in social situations in line with expected attainment and progress for their chronological age.
Improvement in social emotional health and wellbeing skills for pupils in school, particularly for our disadvantaged children	<p>Motional assessments demonstrate positive changes in pro-social behaviour and emotional literacy.</p> <p>Assessments also demonstrate reductions in the domains of blocks to learning.</p> <p>The voice of the child, monitoring of teaching and learning and feedback from reviews demonstrate that children are engaging positively in school life and the opportunities offered to them, particularly for your disadvantaged children.</p> <p>All pupils are given the opportunity to be physically and mentally well and flourish.</p>
Improvement in attainment at the end of KS1 and KS2: Responsive Quality First Teaching has led to accelerated progress and improved outcomes at the end of KS1 and KS2; demonstrating that the gap between disadvantaged children and non-disadvantaged children has narrowed.	<p>The in-school gaps between disadvantaged and non-disadvantaged pupils have narrowed in reading, writing and maths.</p> <p>The gap between disadvantaged pupils and their peers nationally in reading, writing and maths has narrowed.</p>
Improvement in attendance for our disadvantaged children.	Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed and for the % of disadvantaged pupils who are persistent absentees has decreased and is at least in line with the national picture.

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: £7863

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school staff training on ACEs and the TISUK approach will ensure all staff can relate, engage and support pupils through the consistent and nurturing approach.</p> <p>Trauma Informed webinars Schools / Organisations (traumainformedschools.co.uk)</p> <p>School ACEs dashboard is shared with staff.</p>	<p>TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health. Mental health and behaviour in schools (publishing.service.gov.uk)</p> <p>There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships. EEF Social and Emotional Learning</p> <p>The Government Green Paper December 2017 Transforming Children and Young People's Mental Health Provision, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)' Trauma Informed Schools UK</p>	2
<p>CPD for teachers and TAs with a focus on AFL.</p> <p>All staff are trained on the 3 identified WalkThrus: (Check for Understanding, Think, Pair, Share and Say it again better).</p>	<p>'WalkThrus - collects, curates and clarifies the most effective teaching techniques, bringing the world of research to every teachers' fingertips with precise descriptions and dynamic visuals.' WalkThrus</p> <p>CPD Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF</p>	3

<p>CPD for teachers and TAs focused on oral language approaches.</p> <p>(Targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF</p>	<p>1 and 3</p>
<p>Glow Hub training in Mastering Number and Specialist Knowledge for teaching Mathematics</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF The GLOW Maths Hub supports and works with teachers and leaders primarily in the counties of Gloucestershire and Worcestershire by facilitating classroom-based action research and innovation projects to improve the enjoyment, achievement and participation in mathematics.</p> <p>All teachers and leaders have the opportunity to innovate and transform their maths provision.</p> <p>All pupils experience high quality provision on a daily basis and enjoy their maths lessons.</p> <p>All teachers and pupils, regardless of their prior attainment, believe they can achieve to the highest level in mathematics.</p> <p>Glow Maths Hub - Home</p>	<p>3</p>
<p>Accelerated Reading programme</p> <p>Daily reading with a teacher or TA</p> <p>Online system for assessment</p>	<p>Developing a love of reading can be more important for a child's educational success than their family's socio-economic background. Organisation for Economic Co-operation and Development (OECD) 2002 Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all. Children's and Young People's Reading in 2015, National Literacy Trust, 2016 Research also shows that reading for pleasure has a positive impact on children's attainment in reading assessments.</p> <p>Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen. They also have more positive attitudes towards reading than their peers. Building an Outstanding Reading School www.oxfordprimary.co.uk</p> <p>Significant improvement Findings of the Education Endowment Foundation Research Accelerated</p>	<p>3</p>

	<p>Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University. “The internet based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</p> <p>http://www.renlearn.co.uk/accelerated-reader/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All disadvantaged children to have Motional Assessments carried out and teachers and TAs to be aware of the outcomes of the assessments and what this means for the child.</p>	<p>There is extensive evidence associated with supporting children’s social and emotional development and improving academic outcomes, behaviour and relationships.</p> <p>EEF Social and Emotional Learning</p> <p>Motional is an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp’s research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students’ mental health and wellbeing.</p>	2
<p>Oral language interventions/SALT/Language Link</p> <p>Early identification of children with Speech, Language and Communication needs (SLCN).</p> <p>Language Link will be used to support children assessed as requiring the most support for language development in Reception.</p> <p>Language Link and Phonological Awareness trained teaching assistants</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>EEF</p> <p>Good language skills are linked to achievement and life chances. A child starting school with poor</p>	1

will deliver daily intervention to those identified children.	<p>language skills faces an uphill struggle to catch up. Unsupported language delays affect attainment, learning, literacy, social relationships, behaviour, mental health and ultimately employment and social mobility.</p> <p>This resource helps schools to ensure early identification and intervention to raise attainment and narrow the gap between disadvantaged and non-disadvantaged children. It complements the support from local Speech and Language therapists. https://speechandlanguage.info/</p>	
1st Class@Number intervention	<p>Impact on Achievement</p> <p>Over 55,000 pupils in Years 1 to 11 have been supported by 1stClass@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress.</p> <p>93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number.</p> <p>An independent EEF trial found that 1stClass@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils</p>	3

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

Budgeted cost: £58,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture sessions will be delivered to identified groups of children requiring targeted support around mental health and well-being.</p> <p>Sports Sanctuary will be available for children to access when needed.</p> <p>Each disadvantaged child to have a named advocate who is their EAA. Personal profiles to be completed termly.</p> <p>Morning meet and greet with an Emotionally Available Adult (EAA) for specific children.</p> <p>Breakfast active club where children can access a free breakfast followed by physical activity.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p>	2

<p>Lunchtime clubs to provide a sanctuary for the children where they receive nurture, there are positive role models and they can develop relationships</p> <p>Walks of Discovery</p> <p>Extra-curricular clubs to be offered – equal opportunities for all.</p> <p>Attendance at clubs monitored.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p style="text-align: right;">EEF</p> <p>Motional is an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.</p>	
<p>Attendance</p> <p>Pupil Premium</p> <p>Teaching Assistant to monitor the attendance for the disadvantaged pupils.</p> <p>Carry out a Daily Check and follow up with families and children.</p> <p>Work closely with parents to improve attendance.</p> <p>Regular conversations formally and informally with the Pupil Premium Teaching Assistant.</p> <p>Weekly attendance meetings.</p> <p>Monitoring of attendance using tracking system.</p> <p>Continue to raise the profile of attendance:</p> <p>Attendance display in the entrance area.</p> <p>Updates on the newsletter.</p> <p>Request for Leave of Absence forms to be requested from the Headteacher and Deputy Headteacher.</p> <p>Letters sent out to parents/carers.</p> <p>System in place for fining for holidays taken during term time.</p>	<p>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</p> <p>(https://www.gov.uk/government/news/short-breaks-damage-young-peoples-futures)</p>	<p>4</p>

Attendance Avenger bear as a weekly reward for classes. Lunchtime reward for winning house in KS1. Half-termly celebration lunches. Termly attendance certificates. Attendance framed posters in classrooms updated weekly. Transfer of the meaning and importance to the children. Attitude + Attendance = Achievement		
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Total budgeted cost: £83,270

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 2021 to 2022 academic year.

Aims	Outcomes
Outcomes in Social, Emotional Health and Wellbeing	<p>Some positive changes have been evident through Motional assessments. This positive change entails increasing Pro-Social and Executive Function scores and/or reducing Blocks Domain scores.</p> <p>Involvement in extra-curricular clubs and representing the school. 35/40 have done at least one club (88%) 28/40 represented the school (70%) School average for both is 70%.</p> <p>Sports Sanctuary is being used by children to aid in the regulation and understanding of their emotions and behaviour.</p> <p>Outcomes from a TISUK visit 'Through the careful monitoring and expertise of the TIS practitioner, the whole school is working creatively to view each child individually and view all behaviours as communication, considering the impact of ACES and offering a supportive approach rather than a behaviourist response. The children's voice is clearly captured and articulated through the school council and responsibility is encouraged through the Mental Health and Wellbeing Champions. The learning environment was calm, nurturing, thought-provoking and all children presented relaxed, happy and very engaged in their learning. It is very apparent that high self-esteem is encouraged, and high expectations and standards are promoted, this could be viewed through the wonderful displays and reflective teacher manner observed. School clearly recognises the positive impact of sport on mental wellbeing and have clearly embedded this as part of school life. The school has established strong links with Youth Sport Trust and you are working creatively to encourage parent/carers involvement in sports activities that can be replicated at home. The Forest School area is outstanding and the children are very fortunate to have the opportunity to experience the natural world in such a beautiful, stimulating environment allowing for independence, teamwork and curiosity. Through the robust structures and systems, you are enabling pupils to feel safe and therefore embrace learning. Thank you for creating such a secure and enabling environment, what a difference you are making!'</p>

Outcomes for Speech and Language development in Early Years	Listening, Attention and Understanding 85.19% Speaking 85.9% Comprehension 87.04% Word Reading 75.92% Writing 74.08%
Outcomes in KS1 Phonics Screening Check	86% of disadvantaged children passed the Year 1 phonic screening check. This was above the National figure for all pupils in 2022 of 82%
Outcomes in Reading, Writing and Maths	83% of disadvantaged pupils achieved 25/25 in the MTC. KS2 Reading 45% KS2 Writing and Maths 55%
Outcomes in attendance	PP attendance 91.91% Non-PP attendance 93.43%

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