

# Pupil premium strategy statement- 2024-25

This statement details our school's use of pupil 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	Burrsville Infant Academy
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	22.5% (39/173)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	20 December 2024
Date on which it will be reviewed	20 December 2025
Statement authorised by	Anna Westcott, Headteacher
Pupil premium lead	Amanda Pargin, Deputy Headteacher
Governor / Trustee lead	Mandy Byrne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,900

# Part A: Pupil premium strategy plan

## Statement of intent

At Burrsville Infant Academy we provide exceptional support and equal opportunities for all pupils, regardless of their starting points or socioeconomic status. We aim to support families as often as needed so that all children can access school, particularly those who may find it difficult, for example persistent absentees. We are continuing to implement whole school strategies that help children to regulate and develop their emotional needs, such as the 'My Happy Mind' project and Thrive intervention. As a result of our commitment to the Thrive programme, we previously received the 'Thrive Ambassador Award' and became a 'Thrive School of Excellence'. Due to staffing changes to our senior leadership team, our new pastoral lead and Designated Safeguarding Lead is completing their Thrive training so we can continue to offer this support to pupils. Our strategy plan (for those in receipt of Pupil Premium funding and other families deemed vulnerable by the school) includes a range of pastoral support, whole school strategies and targeted interventions to help individuals or groups of children to make progress, in addition to the high-quality adaptive teaching that all children receive. The funding is used to diminish the gap between Disadvantaged pupils and their peers and support those who need it most.

## Challenges

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

Challenge number	Detail of challenge
1	Children who attend Burrsville typically have low starting points in all year groups, particularly in writing. Last year, 55% of pupils were working at age-related expectations at the end of KS1. In our Reception cohort this year, only 14% of pupils entered with age-appropriate language and 75% of children were working within the first Read, Write, Inc phonics group, Group A.
2	Attendance of disadvantaged children is below the attendance of others. In Autumn term 2024, attendance of pupils in receipt of Pupil Premium is 5% lower than their peers. 27% of Pupil Premium recipients are persistently absent from school.
3	Children who attend Burrsville join from various nursery and pre-school provisions. Some children have high SEMH needs that impact on self-regulation and need additional adult support that we do not receive funding for. This creates a challenge in terms of recruiting and retaining permanent members of staff who follow our whole school approach to meeting children's needs and managing behaviour.

## 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>Ensure attendance improves from last year and throughout the year.</p> <p>Provide pastoral support for parents, to reduce the number of children late to school or not attending.</p>	<p>Attendance will remain above 96% for all pupils. Persistent absentees will reduce to 10% or below.</p> <p>Engagement with coffee mornings, parent forums and other parent focused events will improve throughout the year.</p> <p>82% of parents will feel by school enables their children to succeed, (with pastoral support if needed) evidenced through responses to the parent questionnaire.</p>
<p>Outcomes will improve for disadvantaged pupils in language, reading, writing and maths.</p> <p>Interventions that children take part in will show an improvement in their foundational skills. Interventions support groups of children and enhance the learning that takes place in the classroom, but never replaces it.</p>	<p>Targets that were set at the beginning of the intervention will be met.</p> <p>By the end of the year, children will be working at these standards:</p> <p>Age-appropriate language (EYFS): 90%</p> <p>Phonics screening check pass (Year 1): 80%</p> <p>Phonics screening check retake pass (Year 2): 85%</p> <p>GLD in reading, writing and maths: 75%</p> <p>End of KS1 expected in reading, writing and maths: 65%</p> <p>70% (reading and maths), 65% (writing)</p>
<p>Provide emotional support for pupils. Support is available for all pupils, including those that the school deem 'vulnerable', not just those in receipt of Pupil Premium funding.</p>	<p>All children will access Emotional Wellbeing interventions.</p> <p>-The Thrive approach (children will be assessed and targets will be set from their starting points, once the Thrive Practitioner has completed their training).</p> <p>-'My Happy Mind' intervention (children are assessed). There will be an increase of approximately 60% of the markers measured once this programme begins.</p> <p>-All children receive effective classroom teaching and adaptive teaching strategies, enabling all pupils to engage with learning.</p>
<p>Pupils from all groups access learning alongside their class peers. The number of</p>	<p>Behaviour incidents involving PPG pupils reduces from 62.5% to 30%.</p>

behaviour incidents reduce so more time is spent accessing learning.  All staff are effective managers of behaviour and the behaviour policy and consequence framework are used consistently by all adults.	Serious behaviour incidents decrease term on term to reach the target of 2% or less of CPOMs entries.
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pupil Premium Lead is appointed as the Adaptive Teaching Lead and will deliver training on the five elements to all class-based staff.	Working alongside leaders from a range of different schools will give the Pupil Premium lead opportunity to discuss different strategies and share good practice. (Addressing Educational Disadvantage, The Essex Way).	1, 3
Additional class teacher support during transition periods (in Reception).	Children will have a consistent adult that they know and who ensures standards remain high, whilst the new member of staff is settling into their role and existing staff members return from maternity leave (Teacher Feedback to Improve Pupil Learning, EEF). <a href="#">Teacher Feedback to Improve Pupil Learning</a>	1
Additional LSA support for some children with specific communication difficulties, for example using sign language.	Children are supported to access the learning in their class and adaptations are made to ensure all pupils are included and able to communicate (Special Educational Needs in Mainstream Schools, EEF). <a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report</a>  "It is important that schools take a proactive approach with regard to the education of the broader range of vulnerable pupils." (Learning Without Labels, Page 28).	3
The pastoral lead and DSL is completing Thrive training and leading on the 'My	An increasing number of children and parents are struggling with their emotional and mental health, and this has an impact on attendance and engagement with learning (Addressing Educational Disadvantage,	2, 3

Happy Mind' intervention.	The Essex Way and Improving Social and Emotional Learning in Schools, EEF Toolkit). <a href="#">EEF Social and Emotional Learning.pdf</a>	
Two teachers are first year ECTs and have regular support from their mentor and attend half-termly ECT training.	Effective teaching is the most important factor in improving outcomes (Teacher Feedback to Improve Pupil Learning, EEF). <a href="#">Teacher Feedback to Improve Pupil Learning</a>	1
SEND LSAs complete SEND bitesize training to ensure they have regular CPD through the trust.	School staff will have an enhanced understanding of how to support children's needs in the classroom (REAch Forward document and Special Educational Needs in Mainstream Schools, EEF). <a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report</a>	1, 3
The Deputy Headteacher leads on reading, phonics and EYFS and covers leadership time. The Deputy Head (and Pupil Premium Lead) has a good understanding of children's barriers to learning and contributes to Pupil Progress meetings.	Effective teaching is the most important factor in improving outcomes (Teacher Feedback to Improve Pupil Learning, EEF). <a href="#">Teacher Feedback to Improve Pupil Learning</a>	1

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

Budgeted cost: £28,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have a language screening. WellComm groups take place for identified children and some children are seen in school by Communicate. We also deliver NELI, another program to support early language.	"Language comprehension facilitates independence in learning. It can help in all aspects of school life." (Addressing Educational Disadvantage, The Essex Way, Page 68).  On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (Oral Language Interventions, EEF toolkit). <a href="#">oral-language-interventions</a>	1

Lexia reading intervention takes place across the school. All children in KS1 are discussed during Pupil Progress meetings so that appropriate children are chosen for the intervention.	As part of a tiered approach, targeted academic support can have a positive impact on pupil outcomes. Interventions take place at different times to ensure the curriculum is not narrowed (Ofsted School Inspection Handbook and Reading Comprehension Strategies, EEF toolkit). <a href="#">reading-comprehension-strategies</a>	1
Individual or small group tutoring and interventions take place across the school. These include: handwriting; maths and English pre and post teaching.	As part of a tiered approach, targeted academic support can have a positive impact on pupil outcomes. Interventions take place at different times to ensure the curriculum is not narrowed (Ofsted School Inspection Handbook).	1
Identified children will receive phonics tutoring in small groups.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills (Small Group Tuition, EEF). <a href="#">small-group-tuition</a>	1

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

Budgeted cost: £21, 510

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pastoral Lead and SENCo hold regular coffee mornings to give parents the opportunity to talk through any concerns and for parents to meet and support each other.  Parent forums and parent council is promoted to ensure parents have a voice and actively contribute towards	“Burrsville Infant Academy provides exceptionally high-quality pastoral care which responds to the needs of the school community. School leaders are working to ensure that pastoral care is a stepping stone to academic achievement.” (Addressing Educational Disadvantage, The Essex Way, Page 47).  Collaborative working and developing positive and supportive relationships with parents is one of the key ways to address educational disadvantage (Addressing Educational Disadvantage, The Essex Way and Effective Parental Engagement, EEF). <a href="#">teaching-learning-toolkit/parental-engagement</a>	2, 3

some school decisions made.		
A range of lunchtime and after school clubs are offered to children from all year groups. Disadvantaged children are given priority spaces for clubs.	Disadvantaged children may be at risk of not having the same opportunities as non-disadvantaged children, for example taking part in extra-curricular activities. A range of clubs should be offered within the school day as well as out of school hours to provide all children with the opportunity to attend (Ofsted School Inspection Handbook).	2, 3
Parents are encouraged to attend local SEND training and parenting courses to help them develop strategies to use at home. School staff provide Early Help support such as strategies to support children who struggle coming into school.	Collaborative working and developing positive and supportive relationships with parents is one of the key ways to address educational disadvantage (Addressing Educational Disadvantage, The Essex Way).	2, 3
Children can attend breakfast club to ensure they have eaten and to support the morning transition.  All pupils take part in wider curriculum opportunities.	Draw on data to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education (Using Pupil Premium: Guidance for School Leaders, Government Publication).  <a href="#">Using Pupil Premium - Guidance for School Leaders</a>	2, 3
The Thrive Approach is used to help children manage and regulate their emotions and ensure they are in school and ready to learn.	Thrive has a positive influence on children and young people's lives (Improving Social and Emotional Learning in Schools, EEF Toolkit and Behaviour Interventions evidence, EEF).  <a href="#">EEF Social and Emotional Learning.pdf</a>  <a href="#">teaching-learning-toolkit/behaviour-interventions</a>	2, 3
Pupils who require additional support at lunchtime (some pupils with SEND, SEMH or medical needs) attend lunchtime club so they can eat and play in a smaller, quieter provision and develop their social skills.	'Pro-active' behaviour approaches aim to improve behaviour by reinforcing positive behaviours, prior to negative behaviours occurring (Improving Behaviour in Schools, EEF).  <a href="#">EEF Improving behaviour in schools Report</a>	2, 3

## Total budgeted cost: £62,900

Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes- 2023/24

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Desired Outcomes	Success Criteria	Outcome																							
<p>Provide emotional support for children and parents.</p>	<p>Parents and school staff will work together to remove barriers that prevent children from coming to or enjoying school, such as being too tired due to not sleeping well at home.</p> <p>Families will be supported by the pastoral team as part of the Early Help process.</p> <p>There will be an increased uptake of parents attending parenting courses and school events.</p> <p>Attendance will remain above 94%.</p> <p>Parent responses to the parent questionnaires will refer to pastoral support provided by the school.</p>	<p>Coffee mornings and ACL courses for parents took place but were not always well attended. The Family Wellbeing Practitioner left in December, and we did not have a Thrive Practitioner present for most of the academic year, so there was limited capacity for pastoral support. Therefore, there have been changes made to the pastoral support provided and our new pastoral lead will be trained to deliver Thrive in 2024-25.</p> <p>Trauma Perceptive Practice was used by existing staff members, but not all staff were trained in this as new staff were appointed to support pupils one to one and supply teachers were in post in EYFS.</p> <p><u>Attendance</u></p> <table border="1" data-bbox="699 1518 1412 2018"> <thead> <tr> <th data-bbox="699 1518 863 1727"></th> <th data-bbox="863 1518 963 1727">EYFS</th> <th data-bbox="963 1518 1066 1727">Year One</th> <th data-bbox="1066 1518 1168 1727">Year Two</th> <th data-bbox="1168 1518 1281 1727">KS1 Overall</th> <th data-bbox="1281 1518 1412 1727">Persistent Absentees</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 1727 863 1843">All children</td> <td data-bbox="863 1727 963 1843">92.85%</td> <td data-bbox="963 1727 1066 1843">94.96%</td> <td data-bbox="1066 1727 1168 1843">94.98%</td> <td data-bbox="1168 1727 1281 1843">94.14%</td> <td data-bbox="1281 1727 1412 1843">17.2%</td> </tr> <tr> <td data-bbox="699 1843 863 2018">Disadvantaged children</td> <td data-bbox="863 1843 963 2018">87.97%</td> <td data-bbox="963 1843 1066 2018">93.34%</td> <td data-bbox="1066 1843 1168 2018">93.36%</td> <td data-bbox="1168 1843 1281 2018">93.35%</td> <td data-bbox="1281 1843 1412 2018">25.5%</td> </tr> </tbody> </table>							EYFS	Year One	Year Two	KS1 Overall	Persistent Absentees	All children	92.85%	94.96%	94.98%	94.14%	17.2%	Disadvantaged children	87.97%	93.34%	93.36%	93.35%	25.5%
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		<p>School attendance was in line with the percentage set in our success criteria. The percentage of Disadvantaged Persistent Absentees is higher than all children and that will be a focus when we work with Aquinas attendance support in 2024-25.</p> <p>Due to changes in the Senior Leadership Team and an increase in behaviour incidents, the behaviour policy is under review and consultations with staff and parents will take place in the spring term, 2025.</p>				
<p>Outcomes will improve for disadvantaged pupils in reading, writing and maths.</p>	<p>The percentage of children achieving expected in reading, writing and maths will be in line with national figures and an improvement on the data from last year (2022-23).</p> <p><u>2022-23</u> <u>National GLD: 67.2%</u></p> <p><u>National Phonics screening check: 79%</u></p> <p><u>National data-disadvantaged children (End of KS1):</u> Reading 54%, Writing 44%, Maths 56%</p> <p>Interventions that children take part in will show an improvement in their literacy and oracy skills and targets that were set at the beginning of the intervention will be met. These interventions are Catch Up Literacy, WellComm, Lexia, and</p>	<p><u>2023-24</u> <u>GLD: 65%</u></p> <p>Our school GLD was just below national (67.7%). Our outcomes for Disadvantaged pupils compared to national are below.</p> <table border="1" data-bbox="699 815 1107 1084"> <tr> <td><u>School disadvantaged</u></td> <td>33.3%</td> </tr> <tr> <td><u>National disadvantaged</u></td> <td>51.5%</td> </tr> </table> <p>This equates to three of the eight pupils in receipt of Pupil Premium. Of the pupils who did not make GLD, one of these pupils is SEND and has SEMH needs and was on a part time timetable. All five pupils who did not make GLD are summer born. Of these eight pupils, 50% of them had attendance below 90%.</p> <p>Outcomes were lowest in the areas 'Word Reading and Writing'. EYFS children were not streamed for phonics, and this is a change we are going to make in 2024-25, to ensure consistency of teaching and high expectations across the school.</p> <p>Staffing was inconsistent due to two Reception teachers going on maternity leave. One of these positions remained vacant and was filled by job share supply teachers. The other one was filled by a fixed term contract and this teacher did not remain in role, so the post was then covered internally. This meant our EYFS cohort had inconsistency in their first year of school.</p>	<u>School disadvantaged</u>	33.3%	<u>National disadvantaged</u>	51.5%
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Speech and Language sessions.

Additional adult support was put in place in EYFS (English Lead and EYFS Lead were leading additional groups) but there was not staffing capacity for this until Summer 2, so a measurable impact on GLD data was not seen.

Phonics screening check:

<u>School percentage</u>	76%
<u>National percentage</u>	80%

School Disadvantaged pass rate was 68%, which is the same as the national figure for Disadvantaged children.

Of the thirteen children who did not pass their phonics screening, five children are SEND and five are Pupil Premium recipients (38.4%). Out of these thirteen, five pupils attendance was below 95% and four of these children are Disadvantaged.

Teaching and leadership of phonics has been inconsistent and there has not been fidelity to the Read, Write, Inc scheme. An investment to the Ruth Miskin Portal has been made to improve assessment and CPD. All staff will receive up to date training and a development day will take place to further improve phonics teaching and leadership.

School data

Year One

Working at or above age-related expectations	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<u>School disadvantaged</u>	53%	47%	68%

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		<p>Wellcomm, NELI, Thrive, Lexia, Speech and Language interventions will continue to take place in 2024/25.</p> <p>The National Tutoring programme funding has now ended so this will no longer take place and Catch Up Literacy will not be used. Phonics tutoring through RWI will be delivered as will small group, class-led interventions for core subjects.</p> <p>In 2024/25 we are taking part in an academy trust wide reading strategy on Adaptive Teaching. This CPD is delivered in school for all teachers and support staff, by the Adaptive Teaching and Pupil Premium Lead.</p>																	
<p>All children will attend school regularly and will be on time. Attendance for all pupils will remain above 94%. Persistent absentee</p>	<p>Aquinas attendance support will support the school to monitor and improve attendance. Attendance will be tracked weekly and reasons for decreases will be discussed and challenged, including at Governing Body meetings. Attendance will remain above 94% for all children. Persistent absentee data will reduce to 8% or below.</p>	<p>There were 335 lates recorded for 2023-24. This increase is due to a change in the way this is recorded.</p> <p>Weekly meetings focused on attendance and lateness will take place in 2024-25.</p>																	

<p>data will reduce.</p>	<p>Rewards and initiatives are introduced and amended throughout the year, following Aquinas advice and feedback from staff and parents.</p> <p>Lates will decrease throughout the school year by 10% (106 children recorded late for the academic year 2022-23, 119 children recorded late for the academic year 2021-22).</p>	<table border="1"> <thead> <tr> <th></th> <th>EYF S</th> <th>Year One</th> <th>Year Two</th> <th>KS1 Over all</th> <th>Persistent Absentees</th> </tr> </thead> <tbody> <tr> <td>All children</td> <td>92.85%</td> <td>94.96%</td> <td>94.98%</td> <td>94.14%</td> <td>17.2%</td> </tr> <tr> <td>Disadvantaged children</td> <td>87.97%</td> <td>93.34%</td> <td>93.36%</td> <td>93.35%</td> <td>25.5%</td> </tr> </tbody> </table> <p>School attendance was in line with the percentage set in our success criteria. The percentage of Disadvantaged Persistent Absentees is higher than all children and that will be a focus when we work with Aquinas attendance support in 2024-25.</p>		EYF S	Year One	Year Two	KS1 Over all	Persistent Absentees	All children	92.85%	94.96%	94.98%	94.14%	17.2%	Disadvantaged children	87.97%	93.34%	93.36%	93.35%	25.5%
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<p>Children can self-regulate and behaviour incidents reduce.</p>	<p>All school staff will be able to articulate our strategy for disadvantaged and our whole school approaches that support all children.</p> <p>Staff will refer to our whole school strategies when supporting children and the impact of this will be evidenced through children's behaviour and recorded incidents on CPOMs.</p> <p>Staff respond to pupil need; both academic and pastoral using;</p> <ul style="list-style-type: none"> <li>-The Thrive approach.</li> <li>-Trauma Perceptive Practice.</li> <li>-All children receive effective classroom teaching.</li> </ul> <p>Interventions support groups of children and enhance the learning that takes place in the classroom, but never replaces it.</p>	<p>Thrive did not take place consistently due to long term absence. The Family Wellbeing Practitioner also left in December so there was limited capacity for pastoral support. Therefore, there have been changes made to the pastoral support provided and our new pastoral lead will be trained to deliver Thrive in 2024-25.</p>																		

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## Externally provided programmes

Programme	Provider
The Nuffield Early Language Intervention	Nuffield Foundation Education
Thrive	The Thrive Approach
Wellcomm	Sandwell Primary Care Trust
My Happy Mind schools programme	My Happy Mind

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Daily breakfast club attendance (2/3 pupils). Phonics tutoring and Lexia intervention (1/3 pupils). School trips and chargeable activities. Staffing costs for school clubs.
What was the impact of that spending on service pupil premium eligible pupils?	Increased engagement from the children, wraparound care for working parents and improved outcomes.