

Pupil premium strategy statement

Burrsville Infant Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Burrsville Infant Academy
Proportion (%) of pupil premium eligible pupils	29.8% (54/181)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-22 2022-23 2023-24
Date this statement was published	02 November 2023
Date on which it will be reviewed	02 November 2024
Statement authorised by	Katie Siggery, Headteacher
Pupil premium lead	Amanda Pargin, Deputy Headteacher
Governor / Trustee lead	Mandy Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,321
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7540
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,861

Part A: Pupil premium strategy plan

Statement of intent

At Burrsville Infant Academy we provide exceptional and equal opportunities for all pupils, regardless of their starting points or socioeconomic status. 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 (such as those mentioned above) and targeted interventions to help individuals or groups of children to make progress, in addition to the high quality teaching that all children receive on a daily basis. 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 or regular latecomers. We are continuing to implement whole school strategies that help children to regulate and develop their emotional needs, such as Trauma Perceptive Practice and delivering the Thrive intervention. Due to our commitment to the Thrive programme, we have received the 'Thrive Ambassador Award' and are now a Thrive School of Excellence. Our aim is for children's emotions to be regulated so they are ready to access learning and their academic outcomes will improve.

Challenges

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

Challenge number	Detail of challenge
1	Some families require support for children to engage with learning, both at school and at home.
2	Disadvantaged children typically have low starting points in all year groups, particularly in oracy, reading and writing.
3	Attendance of all children is below the target of 96%. Some children arrive at school late regularly.
4	All staff consistently use our whole school approaches when supporting children showing dysregulated behaviour or emotions or those who have low self-esteem.

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
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<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 Family Wellbeing Practitioner 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>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.</p> <p><u>National data (End of KS1):</u> Reading 68%, Writing 60%, Maths 70%</p> <p><u>National data- disadvantaged children (End of KS1):</u> Reading 54%, Writing 44%, Maths 56%</p> <p><u>Previous school data- disadvantaged children (End of KS1):</u> Reading 52%, Writing 41%, Maths 48%</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 Speech and Language sessions.</p>
<p>All children will attend school regularly and will be on time. Attendance for all pupils will remain above 94%. Persistent absentee data will reduce.</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>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>

<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"> -The Thrive approach. -Trauma Perceptive Practice. -All children receive effective classroom teaching. <p>Interventions support groups of children and enhance the learning that takes place in the classroom, but never replaces it.</p> <p>Support is available for all pupils, including those that the school deem 'vulnerable', not just those in receipt of Pupil Premium funding.</p>
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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: £20,008.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Pupil Premium Lead is appointed as the Disadvantaged Champion and will attend the conference and clinics.</p>	<p>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).</p>	<p>1, 4</p>
<p>The maternity cover SENCo will be supported by a qualified SENCo (the Headteacher and the Family Wellbeing Practitioner).</p>	<p>The Senior Leadership Team will support staff CPD and families will continue to receive support from school staff who have up to date training (Special Educational Needs in Mainstream Schools, EEF).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-</p>	<p>2, 4</p>

	reports/send/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf?v=1699328012	
All staff use strategies to support children's social emotional mental health.	An increasing number of children and parents are struggling with their emotional and mental health, especially following national lockdowns (Addressing Educational Disadvantage, The Essex Way and Improving Social and Emotional Learning in Schools, EEF Toolkit). https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1699343406	1, 3, 4
Teaching staff receive regular CPD through the academy trust, such as subject leadership updates.	Effective teaching is the most important factor in improving outcomes (REAch2 Pupil Premium Trust Strategic Framework and Teacher Feedback to Improve Pupil Learning, EEF). https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1699334552	2, 4
LSAs in Early Years receive regular supervision sessions focused on supporting children with learning needs.	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). https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/send/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf?v=1699328012	2, 4
The Deputy Headteacher supports with monitoring the wider curriculum.	Effective teaching is the most important factor in improving outcomes (REAch2 Pupil Premium Trust Strategic Framework and Teacher Feedback to Improve Pupil Learning, EEF). https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1699334552	2, 4

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

Budgeted cost: £31,175.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch Up literacy groups to take place with children identified following Pupil Progress meetings.</p>	<p>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).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023</p>	<p>2, 4</p>
<p>Identified children will receive tutoring in small groups.</p>	<p>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).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2</p>
<p>All children have a language screening. WellComm groups take place for identified children and some children are seen in school by Communicate. We deliver the NELI intervention to support early language.</p>	<p>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 Oral Language Interventions, EEF toolkit).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023</p>	<p>2, 4</p>
<p>Lexia reading intervention takes place across the school. All children in KS1 are assessed so that appropriate children are chosen for the intervention. The Reception baseline data informs which children are chosen in EYFS.</p>	<p>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).</p>	<p>2, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,300.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Family Wellbeing Practitioner meets with parents to offer support and attends paediatric appointments if needed.	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).	1, 3, 4
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). https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023	1, 3, 4
All staff receive training updates for Trauma Perceptive Practice and Essex Steps so that we are able to meet the needs of pupils and their families who may have suffered trauma or who are dysregulated. New staff receive training as part of their induction.	TPP is an effective Essex approach to understanding behaviour and supporting emotional wellbeing (Essex County Council and Improving Social and Emotional Learning in Schools, EEF Toolkit). https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/TPP%20Leafletv5-Accessible%20Jan%202023.pdf	1, 4
The Thrive Approach is used across the school 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). https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-	1, 3, 4

	sel/EEF_Social_and_Emotional_Learning.pdf?v=1699343406 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
<p>School attendance meetings are held for children causing concern. Attendance support staff stand on the gate in the morning to speak to parents who bring children in late and offer support. The number of children late is shared on the weekly newsletter, so parents are communicated with in a range of ways.</p> <p>Children who are regularly late or whose attendance is causing a concern will be invited to attend breakfast club to make the transition into school easier.</p>	<p>“Parental engagement interventions are responsive in nature and include approaches that involve staff having discussions with parents to gain information about the reasons for low attendance and collaboratively planning support students and their families need to overcome attendance barriers.”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1705375477</p>	3

Total budgeted cost: £81,484.05

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Attendance end of year:</u>				
<u>Disadvantaged children:</u>				
	EYFS	Year One	Year Two	KS1
2021-22	90.2%	92.3%	92.9%	92.6%
2022-23	88.9%	94%	95.2%	94.7%
<u>School data:</u>				
<u>EYFS</u>				
	<u>On track/ Achieved</u>			
	<u>GLD</u>			
Baseline (September 23)	35.7%			
	(5/14)			
End of year (July 2023)	50% (9/18)			
<u>Wellcomm data</u>				
	Entry	Autumn 2	Spring 2	Summer 2
% Significantly Delayed	36%	13%	5%	2%
	(22/60)	(8/60)	(3/60)	(1/60)
% Mildly Delayed	52%	28%	15%	5%
	(31/60)	(17/60)	(9/60)	(3/60)

% Significantly or Mildly Delayed (Combined)	88% (53/60)	42% (25/60)	20% (12/60)	7% (4/60)
% Age Appropriate Language	12% (7/60)	59% (35/60)	80% (48/60)	93% (56/60)

Phonics Screening Test Expected Standard

School	78% (47/60 children)
School Disadvantaged	70.8% (17/24 children)
National	79%

Impact of Thrive Intervention – Summer 2023

Pupils	Thrive baseline Autumn 22	Thrive assessment summer 23
1- EYFS	Being 17%	Power and Identity 53%
2- EYFS	Being 28%	Doing 60%
3- Y1	Thinking 24%	Power and Identity 93%
4- Y1	Thinking 20%	Power and Identity 86%
5- Y2	Doing 24%	Power and Identity 96%
6- Y2	Doing 24%	Power and Identity 78%

Impact

- These assessments are a selection of children who had Thrive intervention for the academic year 2022-23.
- 80/180 children had Thrive intervention for some or all the year.
- All children made progress within the stage they are working at. Most children made progress and moved to a different stage when reassessed (76/80 children).

Impact of National Tutoring Programme – Summer 2023

Year two disadvantaged pupils retaking the screening	Phonics baseline score September 2022	Phonics screening result June 2023
1	23	24

2	14	33
3	8	33
4	7	37
5	6	35
6	5	32
7	0	16
<p>Impact</p> <ul style="list-style-type: none"> All seven children have made progress in phonics from their starting points. Out of the seven children receiving tutoring, 5/7 reached the expected standard (32) in the June screening. Two children did not meet the expected standard. One child has SEND and One Planning in place, the other child had some difficulties retaining information and this was shared with parents. They attended phonics club for further additional support. 		

Externally provided programmes

Programme	Provider
The Nuffield Early Language Intervention	Nuffield Foundation Education
Thrive	The Thrive Approach
Wellcomm	Sandwell Primary Care Trust
Catch Up Literacy	Catch Up

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>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.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Increased engagement from the children. Wraparound care for working parents.</p>

Improved outcomes.