

# Pupil premium strategy statement



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	Burleigh Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 (Year 1 of a three year plan)
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	N Norman (Head)
Pupil premium leads	N Norman / A McGuire
Governor lead	M Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,630
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	£161,630

# Part A: Pupil premium strategy plan

## Statement of intent

At Burleigh Primary School, we want to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve at least age-related expectations across the curriculum. The focus of our pupil premium strategy is to narrow the existing attainment gap between disadvantaged and non-disadvantaged pupils, particularly within reading, writing and maths and to continue to support progress and provide challenge for those who are already high attaining.

We believe that the most effective way to support pupils is through high quality teaching, enabling disadvantaged pupils to make good progress in a whole class setting whilst simultaneously sustaining and improving attainment for non-disadvantaged pupils. A key element of our approach is to support and nurture pupils to ensure that they are ready to engage with their learning, displaying positive behaviours and attitudes to tasks.

We readily consider the challenges faced by vulnerable pupils, such as those who have an EHCP or are on the SEN register, along with those identified as young carers and / or have a social worker, and use the methods outlined in this statement to support their needs too.

We inform our approach through carefully chosen diagnostic assessments and ensure that interventions are matched closely to individuals' needs. Therefore, we:

- have high expectations for our disadvantaged pupils and ensure that they are challenged in their work
- continually assess needs and intervene as appropriate
- utilise a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, ensuring they develop high aspirations and goals for their future.

## Challenges

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

Challenge number	Detail of challenge
1	<b>A lack of fluency in reading:</b> Assessments, observations and discussions with pupils have identified a lack of fluency in reading, which in turn has led to an unwillingness to read for pleasure.
2	<b>Gaps in vocabulary:</b> Assessments, observations and discussions with pupils have identified vocabulary gaps for many disadvantaged pupils, evident from Reception through to the end of KS2.
3	<b>A lack of fluency with key number facts:</b> Internal and external assessments have identified lower attainment and progress in maths, driven particularly by a lack of fluency and mastery of key number facts and methods, particularly amongst disadvantaged pupils in KS2.
4	<b>Low attendance:</b> Our attendance data over the last 3 years indicates that PPG pupils have lower attendance than their non-disadvantaged peers. Absenteeism is negatively impacting disadvantaged pupils' progress.
5	<b>Poor communication skills:</b> Baseline assessments of Reception children indicate that they are behind age-related expectations in communication skills.
6	<b>A lack of independence in learning:</b> Observations have indicated that SEN and prior lower attaining children have limited independence in their learning and rely heavily on adult support and interventions.

## 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. Raise attainment and progress in reading	KS2 attainment above 65%, (national average 63%), Years 2-6 attainment gap less than 10%
2. Expand vocabulary for disadvantaged children	A broader vocabulary is evident in written and spoken work across the curriculum (measured through deep dives), in addition to reading attainment (see above)
3. Raise attainment and progress in maths	KS2 attainment above 61%, (national average 59%), Years 2-6 attainment gap less than 10%
4. Increase attendance for disadvantaged pupils	Attendance for disadvantaged pupils is 95% or above
5. Raise percentage of children leaving Reception with the ELGs in Communication and Language (CL)	% of children leaving Reception with the ELGs in CL is in line with the school's non-PPG pupils, which in turn is at least in line with the county / national average
6. SEN and prior lower attaining children are able to access their learning with greater independence	Reasonable adjustments in pupils' Individual Support Plans (ISPs) evident in class practice, enabling work to be pitched accurately to meet their needs (assessed through learning walks and percentage of ISP targets met across the school)

## Activity in this academic year

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

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

Budgeted cost: £81,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One sessions of ‘echo’ reading per week for each class, followed by ‘guided reading’</p> <p>Training and reorganisation of staff to ensure ‘echo’ and ‘guided’ reading is delivered correctly.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Our support advisers from Cambridgeshire LA recommended that we continue with the echo reading approach to continue to develop fluency across the school.</p> <p><a href="https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project</a></p>	1
<p>Refining of bespoke phonics scheme to secure stronger phonics teaching for all pupils.</p> <p>Funding for ongoing teacher and TA training and release time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Delivering CPD to teachers and teaching assistants to develop provision for LAPS/PPG pupils based on summative and formative assessment.</p> <p>Further training via maths TLA.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>In this instance we worked with our Cambridgeshire support partner to use the_HfL mathematics tests to support the Herts <i>Essentials</i> scheme.</p>	3

<p>Enhanced pupil-teacher ratio for English and Maths teaching in Year 6 to prioritise key aspects of learning.</p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  <a href="#">Small group tuition</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p> <p>We have used this approach in year 6 for several years with successful outcomes.</p>	<p>1, 2, 3</p>
<p>CPD for individual teachers and TAs to develop professional practice.</p>	<p>A variety of CPD takes place for all staff throughout the school year eg. autism training, raising attainment for boys, Hfl courses</p>	<p>All</p>
<p>Purchase of high quality texts from Year 1 – Year 6 to support the Herts essential writing planning</p>	<p>We reviewed our planning and recognised that we needed to update the stock of high quality texts to ensure that children are exposed to a wider variety of high quality texts and richer vocabulary.</p>	<p>1, 2</p>

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

Budgeted cost: **£32,264**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions based on addressing gaps in pupils' times tables knowledge.	As part of the Herts for Learning commissioned "Making the Difference" project, working with Mark Rowland, we recognised that precision within interventions will provide the greatest impact. Precise targeting of unknown Times Table facts has given us the greatest impact in increasing pupils' knowledge.	3
Phonics and numeracy baseline assessments from SPLD base to identify gaps in knowledge for higher needs children  SENCo and TA liaison time	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	6
Bespoke Burleigh interventions delivered to pupils from Y1 – Y5 by a 1:1 specialist SEN TA	We worked with advisers at the local SPLD base who advised that these interventions would have a good impact for lower attaining pupils.  Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 6
Funding for Speech and Language Therapist to address and advise on pupils' needs in EYFS	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Additional communication and	Oral language interventions can have a positive impact on pupils' language skills.	5

language sessions for EYFS via NELI and speech and language programme as devised by SALT.	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u><a href="http://educationendowmentfoundation.org.uk">Oral language interventions – EEF (educationendowmentfoundation.org.uk)</a></u>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£47,743**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Nurture and support</b> – this includes the provision of Emotional literacy sessions, bespoke Counselling, MAGIC Box interventions, parenting support, and liaison with social workers and other professionals	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></u></p> <p>We take a whole school approach to nurture, but also have dedicated nurture staff to provide consistent support to children in the various challenges that they face.</p>	All
Identified children and families to be supported by CHEXS (external partner), including the Leadership programme, Growth programme, parenting support, transition to secondary schemes.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></u></p> <p>We have a long association with the local charity CHEXs which has developed over time to provide support for our vulnerable children and their families  <u><a href="https://www.chexs.co.uk/">https://www.chexs.co.uk/</a></u></p>	All

<p>Subsidised wraparound care eg. breakfast club</p>	<p>Experience over the last 2 years has shown that subsidised wraparound care can be a valuable support to ensure regular attendance and punctuality for identified children.</p>	<p>4</p>
<p>Subsidised access to external trips/experiences to ensure that all children are given opportunities to participate in activities which enhance and broaden their learning experiences across the curriculum and develop their cultural capital, including the funding for the Year 5 and 6 residential trips.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>All</p>
<p>The school's own attendance officer will monitor and regularly meet with the Pupil Support Worker and Headteacher to discuss approaches tailored to each individual child with low attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

**Total budgeted cost: £ 161,630**

## Part B: Review of outcomes in the previous academic year: 2023-24

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

**Intended Outcome 1:** Raise attainment in reading.

**Success Criteria:** KS2 attainment above 62%; attainment gap between Disadvantaged and Non-Disadvantaged in Years 2 and 6 less than 10%.

Attainment: our KS2 reading percentage for Disadvantaged pupils at the expected standard + was **57%**. This was just below the national average.

Our KS1 attainment percentage (**75%**) was significantly above the 2023 'like for like' national average. [No figures available for KS1 national average for 2024]

Our KS1 Disadvantaged pupils outperformed our Non-Disadvantaged pupils by +3%.

The gap between Disadvantaged and Non-Disadvantaged pupils in Year 6 (14%) was greater than 10%.

**NB** The average scaled score for KS2 Disadvantaged pupils in Reading was 103.6 compared with the national average of 102.8 (ie a difference of 0.8 in the school's favour).

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**Intended Outcome 2:** Expand vocabulary for disadvantaged children.

**Success Criteria:** A broader vocabulary is evident in written and spoken work across the curriculum.

The best means of quantifying the success criteria above is to look at our end of key stage writing results for KS2 and KS1.

Attainment: our KS2 writing percentage for Disadvantaged pupils at the expected standard + was **57%** (2% below the 'like for like' national average).

Our KS1 attainment percentage (**67%**) was significantly above the 2023 'like for like' national average (67% cf 44%).

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**Intended Outcome 3:** Raise attainment in maths.

**Success Criteria:** KS2 attainment above 72%; attainment gap between Disadvantaged and Non-Disadvantaged in Years 2 and 6 less than 10%.

Attainment: our KS2 maths percentage for Disadvantaged pupils at the expected standard + was **57%**. This was just below the national average.

Our KS1 attainment percentage (**83%**) was significantly above the 2023 'like for like' national average. [No figures available for KS1 national average for 2024]

Our KS1 Disadvantaged pupils outperformed our Non-Disadvantaged pupils by +9%.

The gap between Disadvantaged and Non-Disadvantaged pupils in Year 6 was 17%.

**NB** The average scaled score for KS2 Disadvantaged pupils in Maths was 101.9 compared with the national average of 101.5 (ie a difference of 0.4 in the school's favour).

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**Intended Outcome 4:** Increase attendance for disadvantaged pupils.

**Success Criteria:** Attendance for disadvantaged pupils is 95% or above.

Our attendance figure for Disadvantaged pupils (Arbor Nov 2024) is 93.7% which is above 'like for like' national figures (93.1%).

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**Intended Outcome 5:** Raise percentage of children leaving Reception with the ELGs in Communication and Language (CL)

**Success Criteria:** % of children leaving Reception with the ELGs in CL is in line with the school's non-PPG pupils, which in turn is at least in line with the county / national average

E01 Listening, Attention and Understanding

57.1% of Disadvantaged pupils leaving Reception met this Early Learning Goal (ELG). This was below the percentage for Non-Disadvantaged pupils which was 88.7%. Similarly, our Disadvantaged figure was below that for Hertfordshire and England.

E02 Speaking

57.1% of Disadvantaged pupils met this Early Learning Goal (ELG) which was below the school's percentage for Non-Disadvantaged pupils (88.7%). Similarly, our Disadvantaged figure was below that for Hertfordshire and England.

**Intended Outcome 6:** SEN and prior lower attaining children are able to access their learning with greater independence.

**Success Criteria:** Strategies on pupils' Individual Support Plans (ISPs) evident in class practice, enabling work to be pitched accurately to meet their needs.

To enable SEN and lower attaining pupils to become more independent was a key strand in last year's School Development Plan. SEN learning walks demonstrate that in most instances, strategies on Individual Support Plans (ISPs) are being successfully implemented in the classroom, allowing SEN / lower attaining pupils to independently access the curriculum.

Where best practice is evident, it involves:

- work being 'scaffolded' appropriately
- children working practically
- teachers and TAs making timely interventions to keep pupils engaged and on task
- flip charts and displays being used by pupils
- feedback focussed on children's needs
- reasonable adjustments being embedded.

## 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
HfL's Maths <i>Essentials</i> and English units	Herts for Learning
Times Tables Rockstars	
NELI	