

Burton End Primary Academy

Pupil Premium Strategy and Review 2020-2021

Pupils on roll	400
Proportion of disadvantaged pupils	81 (19.9%) National 22.15%
Pupil premium allocation this academic year	£91, 908
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Karen Sheargold
Pupil premium lead	Adam Fielden
Governor lead	Rebecca Faye

Disadvantaged pupil performance for last academic year (KS2 Combined RWM)

Measure	Score
Meeting expected standard at KS2	22%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Disadvantaged and vulnerable children are identified and supported emotionally and socially after national lockdown and school closure.</p> <p><i>-children are able to readapt to school routines and expectations</i></p> <p><i>-children build confidence in being back at school and feel safe in their learning environment</i></p> <p><i>-children have the support network to help them cope with anxieties upon returning to school.</i></p>	<p><u>'Power of Four'</u></p> <p>'Power of Four' principles to be used to identify the most vulnerable children at school. A 'Vulnerability Matrix' will be designed to identify the most vulnerable and disadvantaged children and what their barriers to learning are. From these, staff will be assigned a child to 'touch-base' with and support through the next year.</p> <p><u>'Emotional Literacy Support'</u></p> <p>Teachers will be asked to identify vulnerable children and refer them to 'The Beach'; the ELSA office where their SEMH needs can be met. Due to high demand, these will be dealt with based on severity and knowledge of the children involved.</p> <p><u>'Trauma Informed School'</u></p> <p>Staff will undertake training to help them identify children at risk of social and emotional trauma, how the symptoms manifest themselves and how to help children cope. This will be delivered in three sessions.</p>
Projected spending	<p>Trauma Informed training for school - £3000</p> <p>ELSA/Pastoral Team - £32,000</p> <p>Counsellor (KW) - £3600</p>

Measure	Activity
<p>Children who are vulnerable academically are identified and supported to reach age-related expectations.</p> <p><i>-school attendance is at 96% or better – the more children are at school, the more access to learning they have.</i></p> <p><i>-gaps in learning are identified and filled through targeted support and intervention where necessary.</i></p>	<p><u>Attendance</u></p> <p>Attendance will be monitored daily and weekly to quickly identify persistent absentees and work with families to support their children being at school as often as possible. Disadvantaged children will be concentrated on in particular as research shows these children are more at risk than other of falling behind their peers.</p> <p>Additionally, inter-class competitions for attendance to be continued from last year to raise the profile of good attendance.</p>

-children are encouraged to read as often as possible to increase confidence in reading and comprehension skills.

-communication and phonic skills are developed in order to allow children to access learning confidently.

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Wrap-around Care to be offered to disadvantaged children and children at-risk of poor attendance to promote

Improved attendance certificates will be issued to children whose attendance significantly improves in order to raise the profile of attendance. This can be extended across the whole school to ensure it is inclusive and doesn't specifically identify disadvantaged children.

PiXL Therapies

The school will complete 'Autumn Transition Package' assessments from our PiXL partners to help teachers identify key skills that have been missed during school closures. The tests will identify where gaps are and offer 'therapies' that teachers can deliver to fill these gaps. A further 'impact assessment' will then be completed to see if these gaps have been filled. Data can be submitted so that the school can compare figures to national performance.

Further to this, QLA (Question Level Analysis) will be completed to identify specifically where gaps in knowledge have occurred and will inform further teaching.

Reading Competitions

Reading competition to be organised to encourage reluctant readers to read as often as possible at home. Reading milestones will be shared on 'Class Dojo' with parents to raise the profile of reading and celebrate successes; encouraging children to read themselves and build motivation.

The bottom 20% of readers in each year group will be read with twice each week to maintain progress in reading, build confidence when speaking aloud and to develop comprehension skills. (About 14% of these children are PP eligible children).

These children will be tracked during assessment windows and during pupil-progress meetings.

Tutoring with Alfie and Tutoring with The Lightning Squad

These programmes enable children to catch-up with their knowledge and understanding of phonics. With

	<p>the success of ‘Tutoring with Alfie’ during the lockdown (where the programme can be used remotely by a teacher and delivered to a child at home) the school will also be using ‘Tutoring with The Lightning Squad’ which is aimed towards children in Lower KS2.</p> <p><u>NELI (Nuffield English Literacy Intervention)</u> This is a programme to support children who are struggling with communication as a whole rather than phonics specifically. It will be used in EYFS and Year 1 to help children to build on key communication skills, interaction techniques, social cues and vocabulary.</p>
Projected spending	

Measure	Activity
<p>Disadvantaged children and their families are supported with funding for ‘essentials’ for inclusion at school including uniform, PE kit etc.</p> <p><i>-vulnerable children offered school jumper</i></p> <p><i>-vulnerable children bought clothing where teachers and staff have identified a particular need.</i></p> <p><i>-vulnerable children have subsidised access to school trips and visits.</i></p>	<p><u>Uniform and PE Kit</u> Money from the budget will be spent on ensuring that all vulnerable children have a school jumper/sweatshirt (funded by the school) as well as a water-bottle. Additionally, money will be spent on ensuring there is adequate PE kit in school for children to use should they not have their own (meaning maximised participation in PE lessons).</p> <p><u>School Trips and Visits</u> Owing to the ongoing issues associated with Covid-19, many school trips and visits have been cancelled or cannot be organised. However, if in the future restrictions are eased, funding is available to support children in accessing these opportunities.</p> <p><u>Donations</u> Donations of clothing and gifts from the school will be offered to disadvantaged families who have suffered during the period of lockdown. They will be encouraged to privately contact the school to access this so that it remains discrete.</p>
Projected spending	School Uniform and PE kit - £500 Wrap-around Care - £1560 per child, per year

Measure	Activity
<p>Disadvantaged children develop self-confidence, self-esteem and leadership skills</p>	<p><u>Commando Joe</u> The school will continue to use Commando Joe where possible to provide children with opportunities develop these key skills. If the relaxing of social-distancing and ‘bubble’ restrictions permit, a club will be run with targeted children who will benefit most from the skills that this will develop.</p> <p><u>Representation in School</u> The representation of disadvantaged children in school roles will be reviewed and opportunities for them to take on roles and responsibilities will considered.</p> <p><u>Voice 21 – Improving Oracy</u> The school will be undertaking a project that will empower children’s speaking and communication skills when talking aloud. This is in development.</p> <p>Depending on lockdown implications, a ‘Public Speaking’ club will be set-up with a mixture of PP-eligible children and their peers so that these skills can be taught explicitly and put into practice.</p>
<p>Projected spending</p>	<p>Commando Joe - £495</p>

Performance Data Overview

EYFS (Early Years Foundation Stage)

66% of Pupil Premium-eligible children reached GLD (Good Level of Development) based on assessments in the Spring Term (6 out of 9 pupils). Some of the main areas where children need more development were in 'The World', 'Technology', 'Exploring and Using Media and Materials' and 'Being Imaginative'.

Reception (all children)	41/57 (72%) achieved GLD
Reception (non-PP)	41/48 (73%) achieved GLD
Reception (PP only)	6/9 (66%) achieved GLD

Phonics Screening Check (Year 1)

	2018	2019	2020
Year 1 (Non PP)	90%	84.8%	72%
Year 1 (PP)	71%	50%	45%

Data based on assessments taking place in the early Spring Term, prior to school closure.

End of KS1 (Year 2)

	2018	2019	2020
Reading (Expected - all students)	75%	70%	70%
Reading (Expected) (PP)	29%	33.3%	25%
Writing (Expected - all students)	70%	63.3%	63.3%
Writing (Expected) (PP)	33%	11.1%	13%
Maths (Expected - all students)	75%	80%	65%
Maths (Expected) (PP)	33%	66.7%	38%

Data based on assessments taking place in the early Spring Term, prior to school closure.

End of KS2 (Year 6) Attainment:

	2018	2019	2020*
RWM (Expected)	57%	53%	65%
RWM (Expected) (PP)	30%	50%	22%
Reading (Expected)	72%	71%	70%
Reading (Expected)(PP)	50%	70%	33%
Writing (Expected)	69%	65%	73%
Writing (Expected) (PP)	40%	60%	44%
Maths (Expected)	71%	75%	78%
Maths (Expected) (PP)	50%	50%	22%

**Data based on teacher assessment. Their learning in school and previous ‘mock’ results were used in order to identify children who would be likely to be working towards expected standard, be working at expected standard and working above expected standard.*