

Burton End Primary Academy

Pupil Premium Strategy and Review 2019-2020

Pupils on roll	385
Proportion of disadvantaged pupils	17% (65 pupils)
Pupil premium allocation this academic year	£76,750
Academic year or years covered by statement	2019-2020
Publish date	12 th November 2019
Review date	July 2020
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Governor lead	Rebecca Faye

Disadvantaged pupil progress scores for last academic year (KS2)

Measure	Score
Reading	-2.8
Writing	-0.3
Maths	-1.1

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

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Ensure quality of teaching is of a high standard across the curriculum enabling all learners to engage and succeed in their lessons.	Lesson Observations, book looks and learning walks to be used to provide quick-feedback to teachers on strengths and areas for development. Where possible, lesson observations will be paired for accuracy.
Teachers are aware of the learning characteristics of the learners in their class and plan for them as necessary.	Continued work with SFA implementation partner (DB) to ensure consistency and fidelity to the scheme. <i>More training was delivered throughout the year to ensure that all staff were up-to-date. In addition, new</i>

staff were coached on cooperative learning values so that these could be embedded consistently throughout the curriculum.

New curriculum is planned with high expectations of pupil learning, vocabulary and outcomes including a focus on vocabulary (identified as a barrier for reading and writing across the school). Sequences of learning will be carefully planned to ensure curriculum equity.

Release time was given to two teachers who worked with Alex Bedford, the UNITY advisor, to rewrite the school's curriculum. The curriculum is designed so that there are further opportunities to develop writing skills across the curriculum (rather than just in literacy lessons) as well as placing an emphasis on vocabulary (with knowledge-organisers containing key information and spellings).

The new curriculum has led to higher engagement in learning and a 'sequence of learning' which is more beneficial to pupils and allows them to create links between learning activities and knowledge more easily.

Teachers have planning sheet to show how curriculum lessons are being tailored to children of all abilities and confidence levels.

Pre and post-assessments to take place in history, geography and science studies to identify gaps in learning.

'Deep Dives' to be carried out by SLT and subject leads to monitor the standards and progression of work in books.

OFTSED have identified this as an area for improvement during the inspection during the year. Curriculum 'non-negotiables' to be written and sent to staff in September and a whole-school emphasis on presentation to be fostered.

Strategic deployment of LSAs at school to help classes with more vulnerable pupils; LSAs deployed where need is greatest.

Before lockdown, LSAs carried out specific interventions with identified children. LSAs had timetables of when to work with particular groups of children.

	<p>Pre and post teaching sessions on Wednesday afternoons to allow learners access to subject matter before the lesson and to consolidate learning from a prior lesson.</p> <p><i>Low-stakes quizzing and interleaving activities took place before each maths, history and geography lesson to ensure that key knowledge and skills were frequently revisited.</i></p> <p>Precision teaching will identify children with specific gaps in learning and work to address these in 1-1 sessions with children.</p>
<p>Ensure disadvantaged learners close the academic gap between themselves and their peers.</p>	<p>PP eligible children are specifically tracked at pupil progress meetings (half-termly) and suggested strategies are followed through and will be monitored by SLT/PP Lead.</p> <p><i>Unfortunately, due to the pandemic and the subsequent school closure, there is an incomplete assessment picture. Pupil Premium children were discussed during assessment meetings and those requiring specific support were provided with interventions where necessary.</i></p> <p>Precision teaching planned for bottom 20% of readers in each year-group to be completed weekly to close gaps and build confidence with mechanical reading and comprehension skills.</p> <p>Mentoring by teaching staff will be given to Year 6 children to consolidate and develop their reading comprehension, arithmetic and maths reasoning skills to ensure that they are 'secondary ready'.</p> <p><i>Mentoring activities and sessions took place weekly with teachers and small groups of children. Children found these to be very helpful and enjoyed reviewing their learning and consolidating skills. Unfortunately, the impact of these could not be quantified due to the school closures.</i></p> <p>Metacognition: 'Interleaving' and 'Cumulative Quizzing' to help children retain key information – used in topic studies and science lessons. Teachers will also use 'spaced learning' strategies to ensure materials learned are revisited regularly.</p> <p><i>These also took place in maths.</i></p>

Barriers to learning these priorities address	<p>Children with low levels of confidence and self-esteem are identified and planned for so that they can access the same lessons as their peers.</p> <p><i>The school began a 'Power of 4' approach so that the children who were most vulnerable in school would have a point-of-contact and someone who would check-in with them regularly. These children were identified from not only those eligible for Pupil Premium but those on EHCPs, looked after children and those with SEND.</i></p> <p>Maximum retention of knowledge will occur as a result of interleaving and cumulative quizzing.</p> <p>Children experience success in lessons to build confidence and self-esteem.</p>
Projected spending	Supply for RT/BS to write curriculum, SFA

Teaching priorities for current academic year – see also School Development Plan

Aim	Target	Target date
Progress in Reading	Positive progress measures in reading and outcomes in line with or exceeding national averages.	Sept 20
Progress in Writing	Outcomes in writing show children are in line with or exceeding national averages.	Sept 20
Progress in Mathematics	Positive progress measures in maths outcomes and outcomes in line with or exceeding national average	Sept 20
Phonics	Children achieve in line with national average at the end of Year 1.	Sept 20
Other	Improve attendance of disadvantaged pupils to be in-line with peers (95.4%)	Sept 20

Measure	Activity
Ensure all relevant staff (including new staff) have received high-quality training in order to deliver the phonics and SFA schemes effectively. High quality phonics and reading lessons show an	<p>SFA training to be completed by teachers to ensure understanding and confidence with the scheme.</p> <p><i>SFA training and updates to 'Cooperative learning' training was given to stay and the school continued to work closely with the SFA Partner. Some staff were able to watch the expert teach a lesson and</i></p>

<p>improvement in the literacy skills and confidence of disadvantaged learners.</p>	<p><i>have meetings with them to ask questions where necessary.</i></p> <p>CPD/Training to be offered for the teaching of reading to all staff.</p> <p>LSAs and teachers are trained to deliver targeted interventions and precision teaching.</p>
<p>Improve the standard of writing across the school in all subjects with focus on disadvantaged pupils.</p>	<p>High expectations of writing to be consistent across the whole curriculum (monitored by book-looks and discussions with pupils). <i>See 'no more marking' below.</i></p> <p>Opportunities for extended writing to be planned for during topic studies and science lessons. <i>Teachers were released to rewrite the curriculum (see above) and extended writing opportunities were planned for and delivered during geography, history and science lessons.</i></p> <p>Children from Y1-6 to complete 'no more marking' tasks for writing assessments. <i>The school subscribed to 'No More Marking' where children's work is uploaded and marked by teachers in other parts of the country and compared with other children of a similar age. This helped teachers to discern the whereabouts of pupil's attainment in relation to national expectations.</i></p>
<p>Barriers to learning these priorities address</p>	<p>Pupils have a good level of reading allowing them to access resources and lessons more confidently at school and at home. <i>The school purchased a large number of high-quality texts to fill the new library. Time was spent organising these carefully into age-appropriate sections and many of the older books were given to PP-eligible children to take home and keep. Furthermore, a reading competition across the school gave added incentive for children to read with small prizes being given out to those who read five times each week.</i></p> <p>With a higher level of reading comprehension and exposure to high-quality texts through SFA, children have more stimuli for writing (especially at length). <i>Children completed writing tasks in-line with SFA guidelines where necessary, but were also given the</i></p>

	<p><i>freedom to adapt these where necessary for children in their classes.</i></p> <p>Gaps in learning and areas where children are less confident are addressed quickly.</p> <p><i>Assessments in-line with Trust guidelines took place regularly to help track children's attainment and progress. In Year 6, QLAs were used regularly to identify particular areas where more work was needed.</i></p> <p><i>The use of cumulative quizzing, interleaving activities and low-stakes quizzing allowed teachers to see at a glance how much children had learned and retained.</i></p> <p><i>Learning Support Assistants were deployed to interventions rather than individual classes so that children received timely support. This included 'Tutoring with Alphie' which was delivered at school and then remotely throughout the lockdown period. The programme supported literacy and reading skills and combined the elements of collaborative working, computer-aided instruction and small group support. It was offered to seven Year 2 pupils and nine Year 1 pupils.</i></p>
Projected spending	£47,000

Targeted academic support for current academic year

Measure	Activity
<p>Ensure that high expectations of teaching and learning are consistent across the school leading to high quality learning in all subject areas (especially in writing).</p>	<p>SLT to undertake regular 'book-looks' to ensure high expectations and books are in line with policies and 'expectations for excellence'.</p> <p><i>Time was taken during staff meetings for teachers to sit with members of the Key Stage team and look carefully at books. A PP-eligible child was included as part of these book-looks in each case. During the OFSTED inspection, the quality of books was considered an area for improvement.</i></p> <p>Learning Walks to take place regularly with focus on vulnerable pupils.</p> <p>Lesson observations to take place regularly.</p>

	<p>Pupil progress meetings to support teacher in identifying children requiring extra support or challenge.</p>
<p>Improve the vocabulary and articulation of disadvantaged children so that they can talk confidently about their learning and apply vocabulary in other areas.</p>	<p>SFA principles to be followed by teachers in their groups with ‘word-walls’ and vocabulary activities being undertaken weekly.</p> <p><i>The school’s cooperative learning values were used consistently across the school in a variety of different contexts including lessons and assemblies. Specific vocabulary features such as synonyms, antonyms and idioms were shared publically with children during assemblies and displayed in the hall.</i></p> <p><i>Classes introduced a ‘word of the week’ in addition to the key vocabulary given during SFA lessons.</i></p> <p>‘Knowledge Strips’ and ‘Knowledge Organisers’ to be introduced in foundation subjects so children have more access and exposure to key topic vocabulary.</p> <p><i>These were introduced in geography, history and science lessons for children to reference when they were completing activities. They listed key vocabulary that children should use during the lesson.</i></p> <p>Precision teaching used to ‘pre’ and ‘post’ teach key concepts and ideas to ensure children are able to engage in lessons and retain learning.</p> <p>Inter-leaving techniques such as ‘cumulative quizzes’ to be used to ensure key ideas and concepts are continually revisited.</p> <p><i>These took place in geography, science and history lessons as well as forming the ‘starter activity’ for science lessons.</i></p> <p>Precision teaching to be used to target children not making progress in lessons.</p> <p><i>Maths Mastery and SFA lessons had a large emphasis on vocabulary and children were praised when key vocabulary was used during lessons.</i></p>
<p>Ensuring high-quality reading and writing takes place in</p>	<p>Opportunities for high-quality texts to be studied in foundation lessons based on the re-written</p>

<p>foundation subjects as well as SFA lessons.</p>	<p>curriculum as well as opportunities for extended writing.</p> <p><i>The school invested in 'Curriculum Visions' where high-quality texts on history and science studies could be view by children and read during lessons. This has become a key tool for teaching some lessons in foundation subjects and usernames and passwords have been shared with pupils so they are able to access these resources at home.</i></p> <p>Book looks to monitor the standard of writing in foundation subject areas.</p>
<p>High quality phonics teaching and learning</p>	<p><i>The school invested in a specialist phonics teacher to work with children who were at risk of not making the expected standard in phonics in Years 1 and 2. The teacher came into school each Monday to deliver high-quality and targeted teaching.</i></p>
<p>Projected spending</p>	<p>£25,000</p>

Wider strategies for current academic year

Measure	Activity
<p>Increase self-confidence, self-esteem and leadership skills for disadvantaged pupils</p>	<p>ELSA to be used to ensure that children with social/emotional barriers are coached and nurtured. The ELSA will undertake 'trauma training' to allow a quick and effective response to children dealing with bigger issues and trauma.</p> <p><i>One full time and one part-time ELSA (Emotional Literacy Support Assistant) were employed to work with children on their self-esteem and help them to develop strategies for dealing with certain difficult situations. The ELSAs also ran 'meet and greet' sessions so that children coming into school would immediately feel secure and any potential issues could be identified as soon as possible to minimise disruption to learning.</i></p> <p><i>ALL staff will be offered 'Trauma Training' in September so that all staff are able to identify children suffering emotional trauma, how it presents, what might be causing it and how they can support children in dealing with it.</i></p>

After-school 'Commando Joe' club to be offered to targeted children to improve leadership, team-working and confidence skills. We will continue with an annual subscription to the programme and continue to look at children who are likely to benefit specifically. Principles of the scheme to link specifically to skills that children can apply to the classroom (resilience, confidence, courage etc.)

Children very much enjoyed coming to the club run during the Autumn Term. It was clear that they, especially the older children, developed their leadership and problem-solving skills. One child remarked that, 'It was awesome to work as a team and finish a really hard activity!'

Unfortunately, due to the school closure, the club was unable to rerun in the Summer Term but when protocols allow, will be re-established next year and will include a wider range of pupils (including some non-PP children).

FSW (Family Support Worker) is employed to work with vulnerable children and their families. Family and Parenting sessions will be offered by the FSW to allow parents to better support their children at home.

The FSW worked with many vulnerable families during the year as well as identifying children who are considered to be 'home carers'. This helped the school to establish a strong, respectful relationship with these families and also enabled the school to develop a deeper understanding of some of the issues families were facing. The FSW worked with families to help improve attendance and welfare.

Use of 'SFA' learning principles in each lesson to ensure consistency and positive learning culture.

Cooperative learning values were used consistently across the school during lessons and in assemblies. This enabled pupils to have clear consistency in expectations of learning behaviour.

Disadvantaged children to be represented in different school activities such as in leadership roles, school council and sports teams.

Disadvantaged pupils were given every opportunity to partake in extra-curricular activities and represent the school at a number of sporting and inter-school events such as the Year 5/6 Athletics competition. In

	<p><i>addition, roles were created for pupils in Year 6 including being in charge of collecting team points, displays librarians and play leaders. This allowed disadvantaged children the opportunity to experience leadership responsibilities.</i></p> <p>A whole school focus on disadvantaged and vulnerable pupils using the 'Power of Four' approach to take place from the Spring Term.</p> <p><i>The Pupil Premium lead worked with the Senior Leadership Team, ELSA, DSL and the SENDCo to identify the most vulnerable children at the school based on a number of factors. Each member of staff was assigned four children to touch-base with regularly so that their self-esteem and sense of self-worth and belonging increased.</i></p>
<p>Increase access of PP eligible children to a wider range of experiences, trips and clubs.</p>	<p>Contributions to be offered towards school trips and visits.</p> <p><i>Pupils attending school trips were offered financial support in order to pay for them using the PP subsidy. This was especially effective in allowing a number of pupils to attend the residential trip (unfortunately this had to be cancelled due to the lockdown restrictions). In addition, contributions to the cost of visitors and 'experiences' in the school were also supported with the grant money (including the Stone Age experience in Year 3).</i></p> <p>After-school provision to be in place for children to access different activities ('nerf', football)</p> <p><i>A large number of PP-eligible children were offered wraparound care which was paid for out of the Pupil Premium Budget. This was in an attempt to improve attendance and ensure that children had a positive start and end to the day and to ensure that children had a good breakfast with opportunities to socialise with other children.</i></p> <p>Extra-curricular activities and experiences to be offered throughout the year (skateboarding in Nov).</p> <p><i>Bikeability and Skateboarding were offered to children at school so that they could experience more 'unusual' sports and activities as well as develop key skills (cycling on roads).</i></p>
<p>Barriers to learning these priorities address</p>	<p>Improving attendance of these clubs and making them accessible for families.</p> <p><i>Extra time was taken identifying children at risk of poor attendance and working (in conjunction with the</i></p>

	<p><i>FSW) with families to help their attendance improve. Disadvantaged pupils were contacted as a priority in order to ensure maximum attendance and ensuring that attendance had a high-profile in school.</i></p> <p>A lack of confidence and self-esteem has been identified in some disadvantaged learners as a result of pupil self-esteem questionnaires.</p>
Projected spending	£1500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and Trust INSET and support and additional cover being provided by senior leaders and cover supervisors.
Targeted support	Ensuring enough time is given for SLT to monitor and coach staff in SFA principles and ensuring high expectations in wider subject areas.	Opportunities for writing are planned for in a curriculum that is being rewritten. High-quality curriculum planning and support from SLT and USP.
Wider strategies	Engaging the families and ensuring participation	Work closely with ELSA, Attendance lead and FSW to establish and strengthen home-school links

Performance Data Overview

Phonics Screening Check:

	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.

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.

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.

Summary and implications for next year

The impact of Covid-19 has hit education very hard, with the school closures on March 23rd 2020 meaning that some children at the school will have missed up to five and a half months of high-quality teaching, socialisation with their peers and experiences.

Throughout the pandemic and the period of lockdown, the school has worked hard to support the community and disadvantaged pupils.

Continued Education

As per the government's instruction, vulnerable children were offered places at Burton End as part of the 'Key Worker' bubbles. This enabled these children to continue social interactions with their peers (albeit in a more limited way) as well as access to teaching staff and learning activities.

The staff at Burton End worked tirelessly to continue to provide high-quality learning activities to pupils and to make these activities as accessible as possible – all to limit the amount of education and learning that the children would miss during their absence from school.

Pupils and families who were not able to access the learning remotely were able to collect paper copies of their activities printed by the school.

Access to Technology

The school reached out to parents during the lockdown to understand what access that families had to technology such as the internet, printers and laptops for completing activities. As much of the home-learning was put on Class Dojo (which allowed the school to communicate to parents and pupils alike) it was thought that some families may have issues accessing the tasks. The school therefore were able to organise laptops from the Trust to send home to families to use so that they could engage fully with the learning.

Food Hampers

The school organised food hampers and parcels to be sent out to our most disadvantaged families. They included essentials of food and drink as well as some small toys and books for children to use at home.

Communication with Families

During the lockdown period, disadvantaged and vulnerable families were called each week by their class teachers so that positive and reassuring communication could be maintained with them. Children were able to talk about the home learning that they had been doing so that the school could continue to support their engagement with activities. In addition, parents and teachers were able to communicate via a messaging facility on Class Dojo.

Although staff and leadership at school worked exceptionally hard to plan and deliver high-quality learning tasks to children remotely, there was varying access to and engagement with these tasks. Some children accessed the learning regularly and engaged fully with the opportunities whilst others engaged very little. This is likely to have left large gaps in learning and therefore is likely to have a detrimental effect on children which will be particularly pronounced for our disadvantaged learners.

Much of the focus upon the school's return in September will be to ensure that these gaps in attainment and knowledge are quickly identified and that teaching addresses these gaps quickly. The school will be working with the Trust and other partners to find ways of measuring where the children are in the development and how best to move their learning forward. Furthermore, it will be important the children's experiences of having a long period of time out of school are considered carefully and that, where necessary, effective interventions and support are put into place in order to consolidate their confidence and wellbeing at school, particularly where more disadvantaged and vulnerable pupils are concerned.