

# Pupil premium strategy statement – Burton End Primary 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   | 447           |
| Proportion (%) of pupil premium eligible pupils  | 21.9%         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2021-2024     |
| Date this statement was published  | Sept 2021     |
| Date on which it will be reviewed  | Sept 2024     |
| Statement authorised by  | Graham Almond |
| Pupil premium lead   | Graham Almond |
| Governor / Trustee lead  | Rob Hutton    |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £142,590 |
| Recovery premium funding allocation this academic year   | £        |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0       |
| <b>Total budget for this academic year</b><br><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> | £        |

## Part A: Pupil premium strategy plan

### Statement of intent

At Burton End Primary Academy we adopt a tiered approach which allows us to focus on a series of targeted strategies that will have the greatest impact.

- **Teaching and whole school strategies** research evidences the transformative power of an effective teacher as being fundamental in improving outcomes and signposting future opportunities. By motivating and inspiring pupils to widen their knowledge of the world and learn key lifetime skills, it provides them with the foundation and confidence to become aspirational in their outlook. A high-quality curriculum, delivered effectively by teachers with good subject knowledge, will ensure teaching is consistently effective. It will ensure teachers have high expectations for pupils and have the ability to purposefully tailor the learning to meet the needs of all pupils. This will ensure that each pupil's journey from nursery to Year 6 will be purposeful and rewarding, equipping them for the transition to the next stage of their educational journey.
- **Targeted approaches** evidence consistently demonstrates the positive impact targeted academic support can have. Through the use of formative and summative assessments, additional provision may be in small groups or one to one support. The assess, plan, do, review cycle ensures that the effectiveness of the provision is constantly evaluated. The EEF helps to inform the provision in place
- **Wider strategies** n additional to supporting academic progress, further barriers to successful learning are identified and addressed. This includes addressing and supporting behaviour, attendance and social and emotional needs.

Our aim is to use pupil premium funding to help us improve the outcomes of disadvantaged pupils so that their progress and attainment can be compared nationally with those of non disadvantaged pupils. A priority is placed on reading, writing and maths to ensure that pupils can access all curriculum areas and are prepared for each stage of their educational journey. The school is passionate about engendering a lifelong love of reading, investing in a new, well stocked library. The rich literature spine ensures pupils learn about different cultures and the wider world around them. This combined with the focus on vocabulary that underpins all subjects, aims to grow articulate, curious young learners who perceive no barriers to their dreams and ambitions

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Disadvantaged pupils perform less well than their peers across all 3 core areas of the curriculum. On entry, pupils are assessed as having a deficit in their oral language skills, with a limited vocabulary compared to non-disadvantaged pupils. This impacts on the percentage of children passing the phonic screening in Year 1 which has a detrimental impact on fluency and prosody over time. Slower reading speeds combined with a reduced vocabulary bank impacts on all subject areas, leading to lower attainment at the end of Key Stage 2. |
| 2                | There is some variability in the quality of teaching due to changes in staff  |
| 3                | Early language skills are below those of their peers, impacting on future vocabulary and language development   |
| 4                | Additional social and emotional needs that impact on their general wellbeing and learning progress  |
| 5                | Less cultural capital opportunities act as a barrier to accessing the ambitious curriculum in place. Pre-teaching is needed to introduce and embed new vocabulary, whilst discussing contexts, often with the support of visuals  |

## 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   |
|--|--|
| High quality teaching will ensure attainment is in line with peers | <p>Effective instructional coaching in place to ensure best practice across all year groups</p> <p>Early identification of gaps in learning will be addressed through personalised planned pathways. Impact will be measured on a assess, plan, do review cycle</p> <p>Transition points between key stages will be closely monitored and supported to ensure attainment is not impacted</p> |

|   |  |
|---|--|
|   | Long-term outcomes will be improved with the attainment gap reduced to 5%.   |
|   |  |
| Pupils will be able to articulate their thoughts, needs and learning confidently, by drawing on a wide vocabulary bank. | <p>Pupils will learn and retain subject specific vocabulary (Tier 2 and 3) across all areas of the curriculum, evidencing breadth and depth of understanding</p> <p>Reading sits at the heart of a language rich curriculum, engendering a life time love of books</p> <p>Pupils will leave the primary phase of their education with an extensive bank of vocabulary that will support the successful transition to secondary school</p> <p>From starting reception, high quality Language Link intervention will be in place with early assessment of those in need.</p> |
| Pupils will be able to identify and regulate their emotions   | <p>Pupils will be able to engage in their learning, developing happy, healthy relationships with their peers</p> <p>Improvement in attendance as pupils want to come to school and play an active part in their learning</p> <p>Decrease in the number of fixed term exclusions</p>  |
| Pupils will experience a rich programme of visits and experiences through a carefully structured enrichment curriculum  | Pupils will be aware of the world around them and the possible opportunities it offers them  |

## 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: £52,000

| Activity  | Evidence that supports this approach  | Challenge number (s) addressed |
|---|---|--------------------------------|
| <i>Improving teaching and learning programme for all staff</i>  | A bespoke improving teaching and learning programme is delivered to staff (both teaching and support staff) this uses evidenced informed strategies (eg Walkthrus, Teaching and Learning Playbook, Teach Like a Champion) . This aims to widen pedagogical understanding through adopting an evidence-based approach. Key foci are curriculum planning, explaining and modelling, questioning and feedback and practice and retrieval and managing behaviour. | 1,2                            |
| <i>Development of subject leaders to ensure high quality teaching and planning across all subject areas and staff retention</i> | <p>Programme of inhouse training linked to CUSP curriculum for core and foundation subjects. Subject Leads to work with Trust leads and take part in reviews across the academic year to review and evaluate rate of progress.</p> <p>Use of Padlets and dedicated subject leader meetings (CUSP) brings to life the curriculum, shares good practice and contributes to inhouse CPD.</p>   | 1 2 3 4                        |
| <i>Development of CUSP Reading implementation</i>   | <p>A curriculum themed around a high-quality literacy spine, focus on vocabulary, comprehension. Dovetails with CUSP writing curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a></p>  | 1,4,5                          |
| <i>Trust &amp; iLearn project</i>   | The use of technology across the school improves teaching and learning and engagement and upskills teachers. The increased levels of engagement impact positively on pupil progress and attainment.   | 1,2,3                          |

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

Budgeted cost: £ 54, 590

| Activity  | Evidence that supports this approach   | Challenge number (s) addressed |
|---|--|--------------------------------|
| <i>Small group tutoring</i>                                     | <p>Targeted support for disadvantaged learners, using formative and summative assessments, including the use of QLAs &amp; PiXL tool kits to identify and address gaps in learning</p> <p>Priority on developing comprehension, fluency and prosody in reading in Key Stage 2</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a></p> | 1                              |
| <i>Precision teaching/Phonic tracker to support diagnostics</i> | <p>Ambition for every child to pass the KS1 phonics assessment to enable them to be able to fully access the curriculum. Regular phonic screening checks supports a diagnostic approach that informs 1-1 and small group precision teaching. Over time there has been some variation in outcomes, the school aims to reduce the attainment gap between disadvantaged and non-disadvantaged pupils to no more than 5%</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>   | 1                              |

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| <i>Language Link language programme in EYFS and Year 1</i> | <p>Bespoke SLCN teacher is employed one day a week to develop this provision alongside the role of Makaton across the whole school</p> <p>Improved vocabulary, speaking and communication – Early intervention the key to future success</p> <p><a href="https://www.nuffieldfoundation.org/impact/nuffield-earlylanguage-intervention">https://www.nuffieldfoundation.org/impact/nuffield-earlylanguage-intervention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</a></p> <p><a href="#">Identifying speech, language and communication needs with WellComm Primary - GL Education (gleducation.com)</a></p> | 1 2 |
| <i>Post and pre teaching before and after lessons</i>      | <p>Gaps will be identified immediately and quality targeted teaching provided. Focus on subject specific vocabulary</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a></p>   | 1   |

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

Budgeted cost: £36,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Employment of counsellor three days a week</i> | Counsellors work with up to 10 children on a weekly basis. Close liaison with pastoral team and families to help inform and adjust provision | 3                             |

|   |  |          |
|---|--|----------|
| <p><i>Expanded Pastoral team including a Trauma Informed Practitioner</i></p> | <p>An additional ELSA practitioner has now been trained to support exiting ELSA. This provides the Trauma Informed practitioner the capacity to work with higher needs pupil. ACE scores and Boxhall Profiles are used to assess need. Following graduated approach now in place:</p> <p>Level 1 – Support in class from teacher and LSAs, drawing on whole school Trauma Informed training and resources provided by pastoral team</p> <p>Level 2 – Light touch pastoral support. Includes drop ins and support at playtimes</p> <p>Level 3 – ELSA sessions</p> <p>Level 4 – Trauma Informed Practitioner sessions</p> <p>Level 5 – In school counsellor sessions</p> <p>Level 6 – External therapy/support</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies</a></p> <p><a href="https://researchinpractice.org.uk/Trauma-informed-responses-in-relationship-based-practice">Trauma-informed responses in relationship-based practice (researchinpractice.org.uk)</a></p> | <p>3</p> |
|   | <p>To ensure children’s wellbeing is supported through wrap around care provision. All opportunities to be fully available to disadvantaged pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projectsand/evaluation/projects/national-school-breakfastprogramme/">https://educationendowmentfoundation.org.uk/projectsand/evaluation/projects/national-school-breakfastprogramme/</a></p>   | <p>3</p> |



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**Total budgeted cost: £142,590**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We recognise that there is a gap between the attendance rates of our children eligible for pupil premium funding and those that are not this impacts on their academic attainment and progress and accounts for many of our most vulnerable children and families.

Analysis of our of our end of year statutory assessments shows that there disadvantaged children continue to underachieve compared to non-disadvantaged pupils. We must consider the impact of the COVID-19 pandemic on these performance measures. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Our assessment of the reasons for these outcomes points primarily to the long-term effects of Covid-19 impact, which continued to disrupt all our subject areas to varying degrees due to increased pupil absence last year. The impact was mitigated by the implementation of quality first teaching strategies and interventions. Last academic year a large proportion of pupils receiving ELSA and Trauma informed support were disadvantaged. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Key Stage 2

| CONTEXT         | Burton End Primary Academy (2040) |       | Local Authority - Suffolk |        |
|-----------------|-----------------------------------|-------|---------------------------|--------|
|                 | Value                             | Value | Value                     | Gap    |
| Cohort          | 12                                | 2,174 |                           | n/a    |
| Gender (Male)   | 41.7%                             | 51.2% |                           | -9.5%  |
| SEN Support     | 41.7%                             | 23.6% |                           | +18.1% |
| EHCP/Statement  | 0.0%                              | 7.3%  |                           | -7.3%  |
| Ethnicity (BME) | 0.0%                              | 10.9% |                           | -10.9% |
| Language (EAL)  | 8.3%                              | 7.4%  |                           | +0.9%  |
| Disadvantaged   | 100.0%                            | 98.1% |                           | +1.9%  |

### ATTAINMENT & ASSESSMENTS

| Subject                                     | Level          | Burton End Primary Academy (2040) |       | Local Authority - Suffolk |       |
|---|----------------|-----------------------------------|-------|---------------------------|-------|
|   |                | Value                             | Value | Value                     | Gap   |
| Reading (test), Writing (TA) & Maths (test) | ≥EKS/Exp.Std.  | 33.3%                             | 39.7% |                           | -6.4% |
|   | GDS/High Score | 0.0%                              | 2.4%  |                           | -2.4% |
| Reading                                     | ≥Exp.Std.      | 58.3%                             | 58.2% |                           | +0.1% |
|   | High Score     | 16.7%                             | 17.9% |                           | -1.2% |
| Writing (TA)                                | ≥EKS           | 58.3%                             | 53.7% |                           | +4.6% |
|   | GDS            | 0.0%                              | 5.5%  |                           | -5.5% |
| Maths (test)                                | ≥Exp.Std.      | 50.0%                             | 53.5% |                           | -3.5% |
|   | High Score     | 8.3%                              | 10.9% |                           | -2.6% |

### PROGRESS

| Subject | Level            | Burton End Primary Academy (2040) |                      | Local Authority - Suffolk |       |
|---------|------------------|-----------------------------------|----------------------|---------------------------|-------|
|         |                  | Value                             | Value                | Value                     | Gap   |
| Reading | Avg. Prog. Score | -0.78                             | -1.10                |                           | +0.32 |
|         | Conf. Int.       | ±3.56 -4.34 to +2.78              | ±0.27 -1.37 to -0.83 |                           | n/a   |
| Writing | Avg. Prog. Score | -0.32                             | -1.44                |                           | +1.12 |
|         | Conf. Int.       | ±3.42 -3.74 to +3.10              | ±0.26 -1.70 to -1.18 |                           | n/a   |
| Maths   | Avg. Prog. Score | -1.22                             | -1.63                |                           | +0.41 |
|         | Conf. Int.       | ±3.35 -4.57 to +2.13              | ±0.25 -1.88 to -1.38 |                           | n/a   |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b>     | <b>Provider</b>           |
|----------------------|---------------------------|
| CUSP curriculum      | Unity Schools Partnership |
| Sounds Write Phonics | Sounds Write              |