

# Pupil premium strategy statement – Burlington Junior School 2020-2021

1. Summary information					
<b>School</b>	Burlington Junior School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£137190	<b>Date of most recent PP Review</b>	May 2021
<b>Total number of pupils</b>	475	<b>Number of pupils eligible for PP</b>	109	<b>Date for next internal review of this strategy</b>	Termly until July 2021

1. Current attainment				
2019 SATS results	No 2020 SATs results due to COVID	<i>PP</i>	<i>End of year data for whole school</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving EXS+ in reading, writing &amp; maths</b>		<b>52%</b>	<b>76%</b>	
<b>% achieving the expected standard in reading</b>		<b>59%</b>	<b>82%</b>	
<b>% achieving the expected standard in writing</b>		<b>76%</b>	<b>87%</b>	
<b>% achieving the expected standard in maths</b>		<b>76%</b>	<b>88%</b>	
<p>In 2019 the results for pupil premium children were high as judged by Fisher Family Trust. Apart from reading, the results met the target for the top 25% of schools.</p>				

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Progress made by children from their KS1 starting points. Being a Junior School we only have the children for 4 years.
<b>B.</b>	Raising the academic achievement and potential of our children. Increasing the number of children making Greater Depth in all years.
<b>C.</b>	The impact of COVID and inconsistent learning.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

Children's personal experiences. PPG engagement with learning, homework and academic success is improving but needs greater consistency. Access to learning resources.

Increased social, emotional and mental health issues affect a number of PPG children. Many children are also SEN or have other complex needs.

PPG children do not have the same access to enrichment out of school.

<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will</i> )		<b>Success criteria</b>
<b>A.</b>	Children meet the end of year expected aspirational targets and keep on their progress trajectory.	Each child entitled to PPG has a planned trajectory which makes their progress pathway very clear. All teachers target set for their children with a focus on increasing the expectation for children. This is regularly monitored. This has been reviewed and updated October 2020 to allow for children not making expected progress to be flagged earlier and interventions and support to be directed with greater speed. This also helps identify children needing specific catch up due to COVID. Children entitled to PPG to make at least the same or better progress as their peers. Progress monitored termly with children expected to make a minimum of 1 point of progress per term.
<b>B.</b>	Lowering the PP gap especially in reading and maths.	Children entitled to PPG to make progress in line with the children who are not. Children who entered the school with the expected standard in writing to meet the criteria for Greater Depth. During pupil progress meetings, targets set are a focus and these are adjusted upwards as children develop to keep the aspirations for pupils. Teachers and TAs are skilled and trained to identify what the children need and make changes to their planning and delivery of lessons and support. All staff clear and acting upon the very next steps individual pupils require to make progress. Structured interventions created for children entitled to PPG specifically for reading, writing, maths and science.
<b>C.</b>	Closer scrutiny and challenge for the progress made by children in all years. All teachers report on their progress and this is challenged in meetings held half termly with the Head, Deputy and Assistant Head/Inclusion Leader	The SLT are clearly aware which support packages make the most progress and teachers make the best use of these. The staff are clearly aware of the expectations regarding progress and have the time to close these gaps, reporting on the changes to stakeholders. Specific targeted interventions are being regularly monitored to ensure that children make academic progress. Opportunities for teacher's CPD to enable further challenge and sharing of good practice around our support for children entitled to PPG. Year leaders report on the PPG gap in their year groups each term. Year leaders also report to governors in their learning walks, whose focus is PPG and SEN gaps.

D.	Developing the behaviour for learning and aspirations of our children.	<p>Children entitled to PPG regularly complete homework or attend homework club.</p> <p>Children entitled to PPG have regular access to computer based or on line learning – or attend clubs to do this.</p> <p>Children entitled to PPG have access to regular morning or lunchtime interventions (homework/ reading/ handwriting) to mirror the support that other children may receive at home.</p> <p>Children entitled to PPG are able to ‘feel’ like the others. PE kits, mufti days or support with school affairs, such as having the correct equipment, knowledge of important dates or assistance with projects.</p> <p>Year 6 PP children receive booster classes or small group tuition and progress is made to close gaps.</p> <p>Learning support for English and/or maths <u>outside of school hours</u>.</p> <p>Early morning sessions being used for short intervention strategies based on need.</p> <p>TA deployment reviewed during pupil progress meetings and learning walks.</p> <p>Assistance with residential costs in Y6. PGL in Y6 is the most expensive residential trip.</p> <p>Attendance monitored by family outreach worker across both schools. Both schools share attendance policies and systems for challenging persistent absence.</p> <p>TAs are trained in ELSA to support children’s needs.</p>
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4. Planned expenditure					
Academic	2020-2021				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all-					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

No children leaving the school unable to read.		Phonics support, including regular reading and writing, boost literacy skills. Some of our Children entitled to PPG are not supported to do this and so the school needs to provide this and model the benefits to learning. Whilst the Sutton Trust evidence does not show TA support to be particularly positive, in our school with our high calibre of TAs they are able to add a particular strength to the education of our individuals.	Staff training and monitoring to ensure that they have the skills to deliver high quality interventions. Training and further support provided to ensure phonics teaching is effective. TAs feedback to staff and the SENCO about interventions and these are monitored based on both pupil engagement and the impact on their progress and self-esteem. TAs are involved in INSET training and follow on discussions to develop their practice. TA observations and peer monitoring Additional catch up support (two teachers tutoring) directed into Y5 and Y6 following COVID	SENCO	Termly
Closing learning gaps	Mentoring, close support  1:1 reading support from TAs and Beanstalk.	Conferencing and 1:1 discussions boost children's progress through targeted teaching and support. Having close communication and small manageable goals to achieve, leads to greater progress. Conferencing in class with children has a high impact on developing individual's progress. Sutton Trust.	PP meetings to challenge interventions PP meetings with parents to help close the learning gaps. Meetings with staff to look at the progress being made and the conferencing being given to each child. Sharing good practice in staff meetings/ INSET about successes and development areas. Teachers are responsible for reporting on attendance, engagement and progress seen during PP meetings. Further reading and mastery maths INSETs. TAs recording their interventions on SIMs to baseline and show the costs and successes of each interventions. Close working with the Infant School which is the main feeder school to identify those children needing further reading support as they enter Y3. HLTA based in Y3 to provide further support and interventions. Working closely with AFA to look at specific Children entitled to PPG and use coaching to raise the aspirations of anyone who has contact with the child. A teacher is currently being used 2021 to provide additional time for teachers to mentor and conference their Children entitled to PPG.	Head/ Dep	Termly
<b>Total budgeted cost</b>				£76100	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increasing the progress of our Children entitled to PPG	Small group tuition.	Short sharp interventions to close specific gaps in understanding, which can affect further progress. Timestables - TT Rockstars and Mathletics. Reading- support and extra guided reading. Writing- Small group work, specific to needs. Targeted intervention prescriptive to the child's needs enables rapid progress to be made but at a high cost.	Y5/6 lead meet with the teacher and discuss most effective strategies during these sessions to move on children's learning. Maths and English teaching times to be moved to further support the learning and the quick interventions to close gaps immediately. Any groups are very fluid and children do not remain in groups for prolonged periods. It is seen as a short sharp intervention (6 weeks maximum) to close specific gaps. Teachers have time to discuss progress, barriers to learning and next steps with the class teachers. PP reviews are used to look at the interventions being used and how effective they are. Teachers to offer specific tuition out of school hours for children identified as needing an additional catch up and therefore not missing any other in school learning opportunities. This has been termly in three week blocks.	EW/ FW for Y5/6 intervention groups. teachers Head/ deputy	Through monitoring PP learning and assessing the gap post COVID between them and their peers. Oct/ Dec 2020 March 2021 Small group tuition was carried out by every class teacher for three weeks after school pre Dec and also pre June All teachers have access to conferencing time to meet their PP children and make take time to look at their targets, work, work ethics and contributions. June 2021 July 2021. Teacher conferencing has been taking place with an impact on the targets children are achieving in their work. Tuition was offered to children after school and attendance was good.
Raising the progress of our Children entitled to PPG	Boosting lessons. Children are taught in small groups of less than 10 which can be during, before or after the school day. For reading, writing, maths and science.	Children who are not meeting the expected standards are identified and placed in smaller groups. These groups are matched so that children with similar needs or barriers to their learning are taught together. This form of rapid intervention can be very successful in closing attainment and progress gaps.	The Y6 team collate the pupils into their groups and also receive feedback about the work taking place to allow a smooth transition of their work from a smaller group into whole class. Boosting is carried out by Y6 class teachers or staff who have taught Y6 in the last 2 years. Boosting is being carried out during various times to ensure good attendance. Before, during and after school times. Children will move groups once progress has been made, and may move to another session time if attendance is a barrier. Extra cover put into Y6 during the Spring and Summer term to allow more time for boosting and conferencing.	Y6 leader and Y6 staff Head/ Deputy	Children are selected and sessions started in Jan 2021. Review May 2021 based on SATs results. As SATS are not taking place all Y6 children have continued to be identified for boosting which is being delivered using the catch up funding. Y5 children have also been identified for catch up tuition. This is in addition to the extra tuition provided by their class teacher. July 2021 Boosting was carried out across the whole school. Every class teacher took a small group after school and boosted their confidence and academic work. Gaps in their understanding were identified and understood through using a smaller group setting.
<b>Total budgeted cost</b>					<b>£22454</b>
<b>ii. Other approaches</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide the best possible learning resources	Additional curriculum resources and cover enable the school to provide a positive and stimulating environment.	<p>The school invests in whole school INSET packages as these have a greater impact within the school where all staff are clear on the direction and expectations.</p> <p>The school invests in teaching and training to ensure that we have a high calibre of teachers joining the profession.</p> <p>The school uses Mathletics and TT Rockstars to boost timetables knowledge and fluency in maths.</p>	<p>Staff lessons and the learning environment is regularly monitored by internal and external stakeholders. Training of all staff is a key element in the school to ensure all children have equal access to a skilled and effective teacher/ TA.</p> <p>Middle leaders are responsible for reporting on the changes they have made in our SLT meetings. This way good or weak practice can be shared and challenged.</p> <p>Year leaders are responsible to report on the data gaps and strengths to the whole school. Closing the gap is a whole school issue.</p> <p>Photos are used to help identify Children entitled to PPG in a large school. This means that children can be targeted specifically by any adult in the room.</p> <p>PP is a regular item to discuss with TAs and staff, to look for best ways to make a difference and close the gap.</p> <p>The school regularly monitors Children entitled to PPG, their work and attendance during PP meetings. Notes are recorded and available for all stakeholders.</p> <p>Two teachers are providing small group tuition to a selected group of Children entitled to PPG. These groups are very small and allow specific tutoring to cover missed learning and misconceptions. Y5 and Y6 children are currently being targeted. The children receive 15 weeks of tuition from the same teacher.</p>	SLT Head/ Deputy	<p>A teacher within the school has been released to provide conferencing cover for all classes. This takes place every three weeks as a minimum to allow teachers to spend time discussing work with the children.</p> <p>Although data gathering has been altered due to COVID, tests and assessments are being used within year groups. A moderated level for all pupils will be given at the end of the year.</p> <p>SLT continue to moderate books with a focus on the children.</p> <p>The tuition provided by teachers after school has built learning relationships with the children, particularly after the challenges of COVID and how this may have affected their education. July 2021. SLT book monitoring continued with a focus on children entitled to PPG.</p> <p>Children who were under achieving or not putting their best effort into their studies were identified and supported. Good practice was shared in staff meetings.</p>

Increase life chances	Family support through a number of non-academic offers. For example, meals, clubs, child care, behavioural and academic support, family outreach worker between the schools	Some of our children have barriers to their academic and social success. A number of things take place in school to reduce their barriers as much as feasibly possible. This includes supporting them through difficult times both emotionally and financially and also developing a closer relationship to allow problems to be shared and acted upon using mutual understanding, discretion and trust. ELSA training has been delivered to provide counselling to children.	The Family Outreach worker employed between the two schools has weekly meetings with the SLT of both schools. Class teachers are aware of the packages of emotional and social support that they can use to support the children and families. These are reported in the half termly PP meetings. Extra support for pupil well-being after the COVID lockdown and further analysis into gaps to support the recovery curriculum. The family outreach worker is also providing ELSA support in school alongside some TAs. A shared attendance and punctuality policy has been created between the two schools. Fining has been introduced across both schools for leave in term time. Family outreach worker monitors attendance but also spends time with the Headteacher on the gates to discuss and identify any lateness. 2 new staff are being trained to deliver ELSA. A breakfast club for our most needy children has been created across both schools, using the family outreach worker and a TA to deliver.	TE/ MB / PU	December 2020/ March 2021 May 2021 review? All Children entitled to PPG have been offered a Chromebook to keep at home. This was used for lockdown and also on going homework. Children entitled to PPG were the first priority after key worker children during the Jan- March 2021 lockdown. Children who had not been able to access work effectively in the first lockdown were invited into school. The school has invested in extra ELSA and counselling support since the second lockdown. This capacity has effectively doubled. Attendance has still been monitored and has remained high, however some families have found maintaining good school attendance more challenging due to concerns over COVID. July 2021. The school has appointed a new family outreach worker to work 4 days not 2 days. This person is also being ELSA trained. The family outreach worker has also been monitoring attendance and supporting families who have concerns re COVID.
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Total budgeted cost	£33410
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<b>Additional Support</b>	
<b>Total budgeted cost</b>	£149,106

**5.Review of expenditure July 2021**

**Increasing the progress of all of our PP children.**

Small group tuition was carried out by every class teacher for three weeks after school pre Dec 2020 and also pre June 2021. All teachers have access to conferencing time to meet their PP children and make take time to look at their targets, work, work ethics and contributions.

All staff closely monitor their PP children and report on their attainment, progress and work ethics to senior leaders.

### **Raising the progress of our PP children.**

Y6 Children are selected and sessions started in Jan 2021.

As SATS are not taking place all Y6 children have continued to be identified for boosting which is being delivered using the catch up funding. These sessions started in March/ April 2021. Y5 children have also been identified for catch up tuition and these sessions started at the beginning of May. This is in addition to the extra tuition provided by their class teacher.

Conferencing time is being used to focus on the attainment, progress and work ethics of the children entitled to PPG.

### **Provide the best possible learning resources.**

A teacher within the school has been released to provide conferencing cover for all classes. This takes place every three weeks as a minimum to allow teachers to spend time discussing work with the children.

Although data gathering has been altered due to COVID, tests and assessments are being used within year groups. A moderated level for all pupils will be given at the end of the year, based on having closed some of the learning/ COVID gaps.

SLT continue to moderate books with a focus on the children.

The tuition provided by teachers after school has built learning relationships with the children, particularly after the challenges of COVID and how this may have affected their education.

Extra intervention packages and on line resources have been trialled and implemented. These include an online reading scheme and maths.co.uk to help identify areas children find difficult. This enables these gaps to be closed quicker.

Two teachers have been employed to provide catch up learning in Y6 and Y5 to identified children. They receive 15 weeks of tuition.

### **Increase life chances**

All children entitled to PPG have been offered a Chromebook to keep at home. This was done through phone calls and face to face discussions. This was used for lockdown and also for going homework. Many families did not want to take a Chromebook as they had their own resources but it was offered to all children.

Children entitled to PPG were the first priority after key worker children during the Jan- March 2021 lockdown. Children who had not been able to access work or support effectively in the first lockdown were invited into school.

The school has invested in extra ELSA and counselling support since the second lockdown. This capacity has effectively doubled.

Attendance has still been monitored closely and has remained high, however some families have found maintaining good school attendance more challenging due to concerns over COVID. This is being challenged and supported through all school staff, but particularly the family outreach worker.