



## **Pupil Premium Strategy Statement**

### **Burlington Junior School**

This statement details our school's use of Pupil Premium Grant (PPG) and recovery premium for the 2021 to 2022 academic year to help improve the outcomes 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	Burlington Junior School
Number of pupils in school (True as of September 2021)	473
Proportion (%) of pupil premium eligible pupils (True as of September 2021)	20% (95)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended by Education Endowment Foundation)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing body
Pupil premium lead	Fred Williams
Governor / Trustee lead	Simon Campbell

#### **Funding overview**

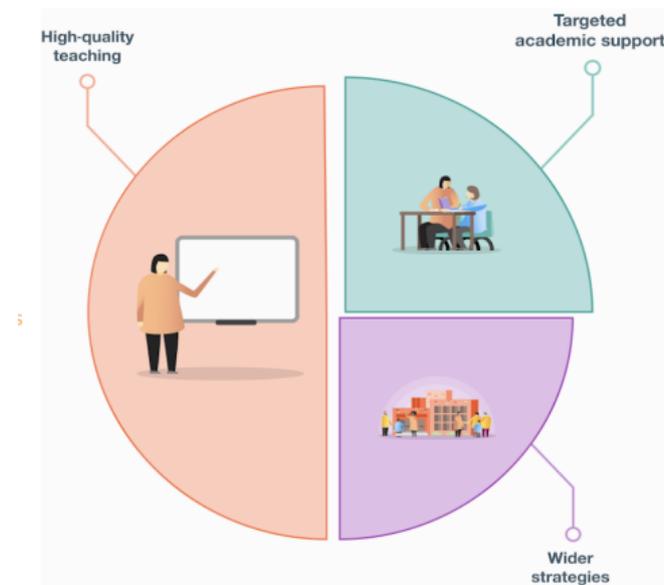
Detail	Amount
Pupil premium funding allocation this academic year	£121,050
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134,100

**Statement of Intent**

At Burlington Juniors we think Pupil Premium first, and shape every action and reaction around what’s best for our most disadvantaged pupils. In every instance we are highly ambitious and work tirelessly to help them make significant progress in all areas of the curriculum. Pupils in receipt of Pupil Premium will leave Burlington as future ready individuals, who are resilient and ready to face life’s challenges.

Senior leadership, governors and class teachers carefully monitor the attainment and progress of our most vulnerable children and use this information to identify barriers in order to ensure support can be properly targeted. We believe all stakeholders should work in unison to achieve the very best outcomes for our most disadvantaged and

pride ourselves in working closely with our parent community, particularly those who are classed as ‘hard to reach’.



The best available evidence indicates that great teaching (Quality First Teaching- QFT) is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Targeted academic support and wider strategies make up the rest of the support package available to all our children.

We support all children, but especially those in receipt of Pupil Premium funding. All those in receipt of funding benefit from the funding received, not just those who are underperforming. Through a carefully considered, research-led approach to spending, we aim to take the ‘dis’ away from our most disadvantaged children, and give them the advantage they need to flourish in life.

**Challenges**

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

Challenge number	Detail of challenge
1	School closures due to Covid 19 have created a progress gap in reading, writing and maths. Although many of our most disadvantaged were in school, there were a number of whom opted to stay at home with limited success in engaging with learning, even though access arrangements were put in place (technology, one to one telephone support etc)

2	Some children in receipt of pupil premium grant also have special educational needs and English as an additional language; these multiple needs make it more challenging for a child to reach their age related expectations.
3	Although the difference between disadvantaged children and non attendance is narrow and better than national and local, there are certain vulnerable children who have persistent absences. This is already improving compared to last year, but needs careful monitoring and support.
4	Socio Economic Gap (housing, finance, tuition for selective schools/ general, family literacy and family anxieties). Limited life experiences and opportunities to join in enrichment opportunities out of school, such as playing an instrument, swimming lessons, joining a library or playing for a football team.

### **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
Children in receipt of pupil premium funding read widely and regularly and are able to answer (both orally and written) test style comprehension questions.	Reading/ writing/ maths gap decreased to 0% or better across the school (in line with national average)
Children in receipt of PPG attendance/ punctuality gap for the lowest 20% decreased.	Pupil premium/ non attendance gap is within 0%
Children in receipt of PPG have similar external enrichment experiences than their non PP counterparts. The school has created opportunities to enrich the experiences of PP children identified.	PP register of events- team games Before/ after school care. Emotional literacy support assistant/ nurture activities Hard to quantify- social, moral, spiritual and cultural needs improved.
Parents of children in receipt of PPG attend school events (parents' evening, fair, trips, open mornings and class assemblies)	PP register shows % of parents attend. Parent class reps report an increase in participation and communication. Class teachers keep a record of parental engagement at key events such as parents' evening and open mornings, for example. Class teachers personally invite a number of parents to particular events to enhance home- school relationships.
Parents of children in receipt of PPG see value in education and strong relationships are created throughout.	Parent survey 100% attendance to parents' evenings Communication- all signed up to new mailing app.
Teacher's confidence and skills in supporting children with multiple learning challenges through Quality first teaching strengthened and guided by research.	Participation in lessons. Conferencing. Books. Culture around the approach to Pupil premium is Pupil Premium first. If we are supporting the most vulnerable, then we are doing a brilliant job for all in our care.

	Teacher expectations play a vital role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.
Interventions (targeted and wider support) show an improvement in focus areas; QFT builds on this in class.  Targeted interventions are planned so they don't narrow the curriculum; those in receipt of PPG receive a broad and balanced curriculum. For example, early morning interventions, so children don't miss learning.	Book looks show the same coverage for all groups. Greater adult support and encouragement through a mix of extension and support. Provision mapper keeps a log of costs and impact/ outcomes which are reviewed termly.
Less behaviour issues. Engagement in lessons and value in learning is comparable for those in receipt of PPG and those who are not.	CPOMS logs show narrowed gaps between groups. Books show all children meeting at least the same amount of targets as peers. 2021 behaviour policy is regularly revisited and staff receive updated training.
By July each under-achieving child entitled to PPG has a Passport on provision Mapper to success which shares their needs (both academic and social/ emotional).	Key information from staff who have a strong knowledge of the child is clear and shared with new staff working with our most vulnerable children in Summer 2.

### **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.

### **High-Quality Teaching**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development for all teachers to ensure quality first teaching.	Education Endowment Foundation: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  The most effective way of improving outcomes for children is through effective continued professional development opportunities.	1, 2, 4
Curriculum and teaching lead in post to support and	Education Endowment Foundation: Developing rich, connected schemas in the minds of our children is a sure-fire way to be able to	1, 2, 4

monitor quality first teaching and the implementation of the recovery curriculum.	create, develop and embed knowledge. Once one branch of a schema has been forged, it acts as an arm which reaches out as a hook to welcome new knowledge.	
Designated Pupil Premium lead given time to design, implement, monitor and evaluate strategies. Sharing key research with staff and ensuring our most vulnerable are receiving the very best teaching and learning opportunities.	From experience and research, follow up on initiatives throughout the school ensure initiatives are effective and embedded; assessing how teachers are advantaging our most vulnerable both socially and academically and how this group is achieving. Research states: senior leaders should provide teachers with time and support to make sure approaches are implemented consistently and effectively.  We need to continue to raise the profile of those who are entitled to PPG funding and be more creative about how we support them and their families.	1, 2, 3, 4
Retrieval training to improve children's working memory to become integral in delivering QFT.	Education Endowment Foundation: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	1, 2, 3
Vocabulary/ reading training (Read write inc training) so that barriers are minimised and the most vulnerable leave with a rich vocabulary to maximise life chances.	Hart and Risley (2003) famously found that children from lower socio-economic households have a word gap compared to those who live in professional households. During the study, they found that between 86% and 98% of the words used by each child by the age of three was derived from their parents' vocabularies. Crucially, they also found that the number of words a child heard varied significantly depending on the household's socio-economic status. On average, children from families on welfare heard approximately 616 words per hour, while those from working class families heard approximately 1251. Children from professional families exceeded both, hearing approximately 2153 words per hour. This gap means that some pupils will start their school having heard 30 million fewer words than other children their age.  We strive to avoid the 'Matthew effect', whereby the rich get richer and the poor get poorer.	1, 2, 4
Engage families in	Experience has shown that this	1, 2, 3

school events linked to teaching and learning to help with supporting home learning.	is an effective way of sharing the school's approach to teaching and learning. It also equips parents with the tools needed to support in the home and offer the children an advantage. As part of staff Performance management, each teacher is meeting 2 PP families 6 x a year for in depth conversations.	
<b>Budgeted cost: £70,000</b>		

### Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific areas of delay/slow progress will be addressed and gaps closed through interventions, including gaps due to Covid.	Dr Gill Johnson (an independent researcher, published author and freelance writer). The impact and implications of COVID-19 on the primary education community have been, and will continue to be, far-reaching. As the Chartered College of Teaching (CCT) acknowledges, the challenges facing teaching globally are enormous (Miller and Goldberg, 2020). Questions have been raised about the nature of teaching and learning and the role of the teacher to ensure that children continue to make progress.	1, 2, 4
Teacher- led conferencing time (1:1 individual instruction).	Education Endowment Foundation: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.  One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	1, 2, 4
Afterschool 'School-led' National Tuition Programme (NTP) package of 15 hours per vulnerable child (3 per class-	Education Endowment Foundation: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.  Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as	1, 2, 3, 4

<p>most at risk of not reaching Age Related Expectations. Funded through NTP grant).</p>	<p>having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>Continue to invest in CPD for teaching assistants to assist in delivering quality first teaching in the classroom and supporting targeted academic support.</p>	<p>Education Endowment Foundation: If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p>	<p>1, 2</p>
<p>Homework and reading support during lunchtimes.</p>	<p>Education Endowment Foundation: Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p>	<p>1, 2, 4</p>
<p>Improved oral and written language skills through intervention.</p>	<p>Education Endowment Foundation: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore</p>	<p>1, 2, 3, 4</p>

	improve decoding skills more quickly for pupils who have experienced these barriers to learning.	
Monitor the effectiveness of interventions across the school.	From experience, interventions need to be effective. If they are not we need to know why and make changes where necessary. Too much time has been lost due to Covid and we must help our pupils to become ready for life's challenges, both academically and socially. SENCO monitors the work of the TA's and uses provision tracker to monitor progress.	1, 2, 3, 4
<b>Budgeted cost: £ 35,000</b>		

### Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap- around care/ breakfast club offered for vulnerable pupils.	<p>From experience, this initiative enables greater play opportunities which they wouldn't have had at home. This approach also helps with punctuality and attendance as children want to come to school for this enrichment.</p> <p>Education Endowment Foundation: Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p>	3, 4
Behaviour/ self regulation strategies employed.	Education Endowment Foundation: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent	1, 2, 4

	<p>or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	
<p>Ensure our most vulnerable (those on free school meals) have the opportunity to play a musical instrument (starting in Year 3).</p>	<p>Education Endowment Foundation: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. All Year 3 learning the recorder. All Year 4 learning the Ukulele.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.</p>	3, 4
<p>Parent open mornings/evenings to support with homework/ online learning/ behaviour and regulation.</p> <p>Family Support Officer to work closely with our disadvantaged families to ensure support.</p>	<p>Education Endowment Foundation: Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	1, 2, 4
<p>Emotional literacy support assistant/behaviour support/lunchtime play provision.</p>	<p>Education Endowment Foundation: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social emotional literacy (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked</p>	2, 3

	<p>with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	
Funded uniform and Physical Education kit.	<p>Education Endowment Foundation:</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>By subsidising the cost of uniform, it reduces stigmatisation and enables disadvantaged pupils to have the same experiences as their peers.</p>	4
Children from vulnerable families will not be hindered by lack of finances and be able to broaden their experiences by attending residential trips and participating in extracurricular activities to help build cultural capital and enhance opportunities.	<p>Cultural Learning Alliance:</p> <p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government.</p>	4
Technology support- All children have access to a device (Chromebooks).	<p>Sir Kevan Collins, chief executive of the Education Endowment Foundation, said:</p> <p>We live in a digital age. Technology has transformed how we do things, from communication with friends and family to learning about the world around us. The pupils we teach do not know a life without it. The opportunities it offers us to improve education are truly exciting.</p> <p>The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people.</p>	1, 2, 4
To have an adult advocate for our most vulnerable children to help improve ambition and self belief.	<p>Each staff member is allocated one PP pupil and they are their 'champion'. An advocate is a person who supports or promotes the interests of another. At Burlington Junior School that is what we aim to do when we work to engage</p>	1, 2, 4

	<p>children and their parents as partners in a positive, learning-focused school community. Some of our children and parents are fully engaged - easy to reach, easy to know, and eager to be involved in the school. Other children and parents, due to a wide range of circumstances, are harder to engage. At Burlington Junior school we continually explore effective ways of meeting children's needs through engagement and listening. We aim to proactively support, raise aspiration and empower children. As a whole school team we are advocates of all children in order to improve outcomes for our children.</p>	
Provide high quality reading resources.	Each vulnerable child will be given a reading book every term to promote a love of reading and help build a library of literature.	1, 4
Technology used to support quality first teaching, such as maths.co.uk and online diagnostic testing.	<p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.</p> <p>Ensure children who need one, have a chrome book.</p> <p>Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p> <p>Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Feedback via technology is likely to be most beneficial if it is provided in addition to, rather than instead of, other forms of feedback.</p>	1, 2, 4
Encourage teachers, visitors and workshop organisers to share with children how they subsequently got to the position they are in to raise aspirations amongst children.	<p>Education Endowment Foundation: Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantaged peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</p> <p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes,</p>	4

	<p>behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.</p> <p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p>	
<b>Budgeted cost: £ 30,000</b>		

**Total budgeted cost: £ 135,000**

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

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Assessments were carried out during the terms using previous past SATs papers, testbase, Whiterose and Maths.co.uk resources. The school is researching diagnostic testing for reading in 2021-2022.

### **5.Review of expenditure** **July 2021**

#### **Increasing the progress of all of our vulnerable 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 most vulnerable children and take time to look at their targets, work, work ethics and contributions.

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

Y6 Children are selected and sessions started in Jan 2021.

As SATs did not take 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 continues to moderate books with a focus on the QFT children receive.

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 online 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 and raise ambition**

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.

Whilst gaps remain in the attainment of the children entitled to PPG these were lower in Y3 and Y4. Writing created the larger gap in Y5/6 where children had not been using pen and paper as much during lockdowns and lacked stamina. This has been built into the whole school development plan under quality first teaching as although the pattern was higher up the school, many children lacked the stamina that had previously been created.

### **Externally provided programmes**

The following details non-DfE programmes that we have purchased in the previous academic year. This helps the Department for Education identify which ones are popular in England.

Programme	Provider
NTP tuition	Teaching personnel
Mathletics	3P Learning
TT Rockstars	Maths Circle LTD
CPOMS	CPOMS Systems Limited
Provision Mapper	Edukey Education Ltd
Maths.co.uk	maths.co.uk
Widget	widgetsoftware.com
Flash Academy	flashacademy.com