



Pupil Premium Strategy Statement

Burlington Junior School

This statement details our school's use of Pupil Premium Grant (PPG) and recovery premium for the 2022 to 2023 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 November 2022)	476
Proportion (%) of pupil premium eligible pupils (True as of November 2022)	21.8% (104) including Y3 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended by Education Endowment Foundation)	Year 2 of 3 (22-23) 3 years
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing body
Pupil premium lead	Charlott Kreczman
Governor lead	Simon Gilmour

Funding overview

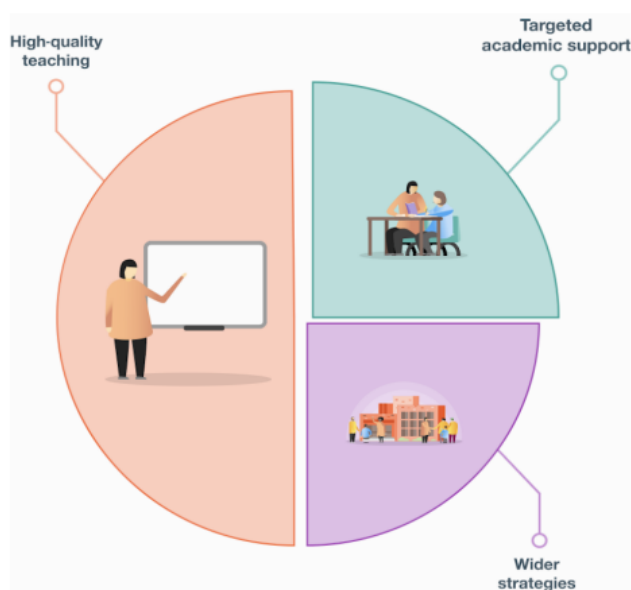
Detail	Amount
Pupil premium funding allocation this academic year	£137,115
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,195

Statement of Intent

At Burlington Juniors we think inclusion 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 give our most disadvantaged children 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	Educational. School closures due to Covid 19 have created a progress gap in reading, writing and maths.
2	Additional Needs. 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	Attendance. Although the difference between disadvantaged children and non attendance is narrow and better than national and local,

	attendance data show that 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 outcomes for children in receipt of Pupil Premium Funding	Monitoring	<u>Link to aim:</u> 1) Great teaching 2) Targeted interventions 3) Wider strategies
Teaching is consistently good or better.	Monitoring through observations	1
Pupils are supported through interventions in all core subjects	Evaluation of regular CPD Intervention observations and book looks Feedback from trips using pupil voice Monitoring in pupil progress meetings	2
Children have benefit from a range of activities and experiences to broaden their experiences and curriculum	Systematic catch-up monitoring in interventions Pupil voice monitoring	3
<u>Evidence</u> EFF Report on the Impact of school closures on the attainment gap EFF Guide to Supporting School Planning: A Tiered Approach to 2020-21		

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%.

<p>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.</p>	<p>PP register of events shows the majority of children experiencing opportunities. Before/ after school care. Emotional literacy support assistant/ nurture activities Social, moral, spiritual and cultural needs improved demonstrated through: qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>
<p>Parents of children in receipt of PPG attend school events (parents' evening, fair, open mornings and class assemblies)</p>	<p>PP register shows % of parents attend key events such as parents' evening and open mornings, for example. Class teachers personally invite parents to particular events to enhance home-school relationships (stickers, phone calls or face to face conversations).</p>
<p>Parents of children in receipt of PPG see value in education and strong relationships are created throughout.</p>	<p>reflected in parent survey 100% attendance to parents' evenings Communication- all signed up to mailing app.</p>
<p>Teacher's confidence and skills in supporting children with multiple learning challenges through Quality First Teaching strengthened and guided by research.</p>	<p>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.</p>
<p>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. Eg:early morning interventions, so children don't miss learning.</p>	<p>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. End of year data demonstrates the impact of interventions.</p>
<p>Less behaviour issues. Engagement in lessons and value in learning is comparable for those in receipt of PPG and those who are not.</p>	<p>CPOMS logs show narrowed gaps between groups. Books show all children meeting at least the same amount of targets as peers. 2022 behaviour policy is regularly revisited and staff receive updated training. Qualitative data from pupil voice and teacher observations.</p>
<p>By July 2023, two under-achieving children (per class) entitled to PPG have a Passport on Provision Mapper which</p>	<p>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.</p>

shares their needs (both academic and social/ emotional).	Meeting with the parents of those children once a term to share progress towards targets.
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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 research	1, 2, 4
Curriculum and teaching lead to support and monitor quality first teaching and implementation of recovery curriculum.	Education Endowment Foundation	1, 2, 4
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 research, follow up on initiatives ensures 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
Introduction to metacognitive and self-regulatory strategies to support learning.	EEF research shows +7 months progress / year.	1,2
Vocabulary/ reading training (Read write inc training) so that barriers are minimised and the most vulnerable leave with a rich vocabulary to	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. We strive to avoid the 'Matthew effect', whereby the rich get richer and the poor get poorer.	1, 2, 4

maximise life chances.		
Engage families in school events linked to teaching and learning to help with supporting home learning.	Experience has shown that this is an effective way of sharing the school's approach to teaching and learning. EEF shows + 4months impact. Each teacher is meeting 2 PP families 3 x a year for in depth conversations.	1, 2, 3
Budgeted cost: £72115		

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).	1, 2, 4
Teacher- led conferencing time (1:1 individual instruction).	Education Endowment Foundation: Impact of +5 months This support can include the pre teaching of necessary vocabulary and concepts as well as consolidation of any areas of learning.	1, 2, 4
Afterschool 'School-led' National Tuition Programme (NTP) package of 15 hours per vulnerable child (3 per class- most at risk of not reaching Age Related Expectations. Funded through NTP grant). (2021-2022)	Education Endowment Foundation: Impact +4 months	1, 2, 3, 4
Continue to invest in CPD for teaching assistants to assist in delivering quality first teaching in the classroom and supporting targeted academic support.	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.	1, 2
Homework and reading support during lunchtimes.	Education Endowment Foundation Impact + 5 months	1, 2, 4

	<p>Provide homework club to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Children will also receive additional reading support each week from the class TA or Teacher.</p>	
<p>Improved oral and written language skills through intervention.</p> <p>Increased availability of language resources such as dictionaries and thesaurus.</p>	<p>Education Endowment Foundation: Impact + 5 months</p>	1, 2, 3, 4
<p>Monitor the effectiveness of interventions across the school.</p>	<p>From experience, interventions need to be effective. If they are not we need to know why and make changes where necessary. We must help our pupils to become ready for life's challenges, both academically and socially. SENCO and class teachers monitor the work of the TA and uses provision tracker to monitor progress.</p>	1, 2, 3, 4
Budgeted cost: £ 50080		

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club offered for vulnerable pupils.</p>	<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>	3, 4
<p>Behaviour/ self regulation strategies employed. All staff trained to support a wide variety of need, including attachment.</p>	<p>Education Endowment Foundation: According to figures from the DfE, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>Pupil behaviour has 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>	1, 2, 4
<p>Ensure our most vulnerable (those on</p>	<p>Education Endowment Foundation: Impact + 3 months.</p>	3, 4

free school meals) have the opportunity to play a musical instrument (Year3 to 4).	All Year 3 learning the recorder. All Year 4 learning the Ukulele. Those in Year 3 on FSM will play an instrument in addition to this.	
Promoting parent open mornings/ evenings to support with homework/ online learning/ behaviour and regulation. Specific invites through stickers/ phonecalls/ verbally to promote attendance. Family Support Officer to work closely with our disadvantaged families to ensure support.	Education Endowment Foundation: Parental Engagement impact + 4 months.	1, 2, 4
Emotional literacy support assistant/ behaviour support/ lunchtime play provision. 4 ELSA staff trained.	Education Endowment Foundation: Impact + 4 months.	2, 3
Funded uniform and Physical Education kit.	Education Endowment Foundation: By subsidising the cost of uniform, it reduces stigmatism and enables disadvantaged pupils to have the same experiences as their peers.	4
Children from vulnerable families will not be hindered by lack of finances. Provide financial support in residential trips and participating in extracurricular activities to help build cultural capital and enhance opportunities.	Cultural Learning Alliance: Evidence suggests that the cultural capital passed on through families helps children do better in school. School supports residential trip payments for Y6 children. This is the most expensive trip in the school. The school has also part funding smaller trips.	4
Technology support- All children have access to a school device if needed	Sir Kevan Collins, chief executive of the Education Endowment Foundation , said:	1, 2, 4

(Chromebooks) to support access to homework.	The pupils we teach do not know a life without it (technology). The opportunities it offers us to improve education are truly exciting.	
To have an adult advocate for our most vulnerable children to help improve ambition and self belief.	Each staff member is allocated one PP pupil and they are their 'champion' (2 per class). 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 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 aspirations and empower children. As a whole school team we are advocates of all children in order to improve outcomes for our children. This will include half termly phone call or meeting to share in the positive learning of the child.	1, 2, 4
Provide high quality reading resources.	Direct vulnerable children to high quality texts that they can read both in school and out of school. The library, with a wide range of high quality texts, helps to promote a love of reading and help children to access a broad range of literature.	1, 4
Technology used to support quality first teaching, such as maths.co.uk and online diagnostic testing.	Education Endowment Foundation: Using Digital Technology to Improve Learning.	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.	Education Endowment Foundation	4
Budgeted cost: £ 30,000		

Total budgeted cost: £ 137115

Pupil Premium Evaluation 2021-22

Introduction

There is a shared understanding of the ambitions and principles that underpin the strategy for addressing disadvantage. Every key stakeholder, at every level (parents, staff and governors) has been made aware of the strategy and the school's drive to put pupil premium first. They are aware of the challenges faced by disadvantaged pupils and have been overwhelmingly supportive in addressing these. Using research informed methods, the school has implemented significant improvements to quality first teaching, targeted academic support and wider support.

Assessment

Our internal assessments during 2021/22 suggest that the performance of disadvantaged pupils is lower than their more advantaged peers and, particularly those with SEND, achieved lower than other groups. Analysis of progress indicates the gap is closing.

	READING		WRITING		MATHS	
	PP	NON	PP	NON	PP	NON
Year 3	2.4	2.8	2.7	2.8	2.4	2.8
Year 4	3.0	3.0	3.2	3.1	3.1	3.1
Year 5	3.0	3.0	3.1	3.0	3.0	3.0
Year 6						

The end of Key Stage 2 SATs for 2021-22 indicated that the attainment of our most disadvantaged was lower than their non disadvantaged counterparts. 48% made the expected outcomes in all subjects. Although the attainment gap had been narrowed since the start of year 6, there remained a gap of around 18-20% across reading, writing and maths. The value added scores in reading and maths were -0.6 and -2.1. Writing value added was +1.7

Our assessment of the reasons for these outcomes points to children having multiple vulnerabilities such as EAL/SEN combined. Also contributed primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and technology. The use of the learning platform Google Classroom to provide remote, recorded and live lessons, proved particularly successful for those who participated in home learning.

Attendance

Compared to the previous year (2020-21) where the gap between disadvantaged and non was 1.05%, the gap has remained very much the same at 1.07% this year. Our family support worker has been working closely with families with persistent absence. This work was partly funded through the recovery premium. Following 13 primary school visits this half term our school ranks as 2nd for its overall attendance percentage in the Kingston Local Authority.

Our assessments and observations indicated that amongst our most disadvantaged pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required (as outlined in the strategy). We are building on these strategies such as the use of emotion coaching.

Quality First Teaching

Throughout the year, monitoring of pupil participation through book looks, lesson observations and pupil voice has found that vulnerable groups are offered effective scaffolding and feedback in every lesson. They are supported and extended with an ambitious, inspiring and accessible curriculum offer. More information on this can be found on our School development plan evaluation.

Targeted Academic Support

The National Tuition Programme funding has continued to be used to successfully fund small group tuition sessions led by teachers. Its impact has been seen and followed up during book monitoring and in pupil reviews with staff. Staff and children have been positive about the sessions; it has provided a useful tool to focus on bespoke, key areas, such as reading skills and maths fluency, which are priorities across the school. End of year assessments will be a key indicator as to the effectiveness of this intervention on our most vulnerable group.

Interventions continue to be closely monitored on a regular basis through Provision Mapper. We have identified that children with SEND are most likely to fall behind, so it is essential that vocabulary, pre teaching, reading and maths fluency support are all in place to enable access and for them to keep up with their more affluent counterparts.

Wider Strategies

We have worked hard to close the take up gap in wider curriculum activities. As a result of funding, we offered a club to every pupil premium child. In 2021, club take up was 12%, in 2022, club take up from disadvantaged is 89%. One child commented that they had never joined a club before, so this was a first for them!

Funding has also supported the year 3 FSM music tuition. Of the 15 children who initially signed up to the initiative, 100% of year 3, with 6 continuing on to year 4. One child commented that they could 'now read music and have created their own piece to share with loved ones at home!'.

Funding has also been supported with resources to support learning. It has helped Pupil Premium students with the cost of items of new uniform and PE kit. Pupil Premium

families are encouraged to contact the school if they require any help towards uniform costs.

Emotional support has been provided for those who need it. This is to help with self regulation and motivation.

Additional activity

Our Pupil Premium strategy will be supplemented by additional activities that will include:

- Embedding more effective practice around feedback.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Planning, implementation, and evaluation

When planning Burlington Junior’s pupil premium strategy we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF’s implementation guidance to help us develop our strategy, particularly the ‘explore’ phase, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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
1:1 reading programme	Beanstalk
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