



## **Pupil Premium Strategy Statement Academic Year 2023-2024**

### **Burlington Junior School**

This statement details our school's use of Pupil Premium Grant (PPG) and recovery premium for the 2023 to 2024 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 2023)	474
Proportion (%) of pupil premium eligible pupils (True as of November 2023)	19% (92) including Y3 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended by Education Endowment Foundation)	Year 3 of 3 (23-24) 3 years
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing body
Pupil premium lead	Charlott Kreczman
Governor lead	Simon Gilmour

#### **Funding overview**

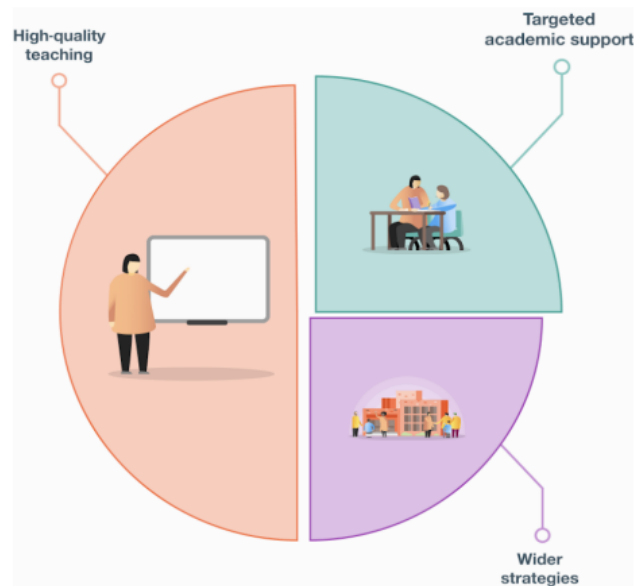
Detail	Amount
Pupil premium funding allocation this academic year 2023/24	£142,590
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£157,670

## 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 especially in Year 3 and 4 before the gap is closed further in UKS2.
2	Additional Needs. Some children in receipt of pupil premium grant also have special educational needs <i>and</i> are multilingual who may not speak English at home; these additional needs may 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 at BJS 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. Different 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	<b><u>Link to aim:</u></b> <b>1) Great teaching</b> <b>2) Targeted interventions</b> <b>3) Wider strategies</b>
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	2
Children benefit from a range of activities and experiences to broaden their experiences and curriculum	Monitoring in pupil progress meetings 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
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 and books. Culture being built in the school 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 shape pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.

Children in receipt of PPG have similar external enrichment experiences to their non PP counterparts. The school has created opportunities to enrich the experiences of PP children identified.	PP register of events shows the majority of children experiencing opportunities. Before/ after school care and emotional literacy support assistant/ nurture activities are available. Social, moral, spiritual and cultural needs improved demonstrated through: qualitative data from pupil voice, pupil and parent surveys and teacher observations.
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 gap decreased to 0% by the end of KS2.
Children in receipt of PPG are able to write coherently and in line with age related expectations. Children experiencing other barriers to writing such as SEND and multilingual learners are supported.	Writing gap decreased to 0% by the end of KS2 . Multilingual children or those experiencing SEND are supported through interventions and scaffolding in class to develop their writing.
Children in receipt of PPG attendance/ punctuality gap for the lowest 20% decreased.	Pupil premium/ non attendance gap is within 1-1.5%.
Interventions (targeted and wider support) show an improvement in focus areas; QFT builds on this in class.  Targeted interventions (early morning or after school) are planned so they don't narrow the curriculum; those in receipt of PPG receive a broad and balanced curriculum.	Book looks show the same coverage for all groups. Greater adult support and encouragement visible. Provision mapper keeps a log of costs and impact/ outcomes which are reviewed termly. End of year data demonstrates the impact of interventions.
Parents of children in receipt of PPG attend school events (parents' evening, fair, open mornings and class assemblies)	PP register shows 100% of parents attend key events such as parents' evening. Parents' attendance at other events are also tracked. Class teachers personally invite parents to particular events to enhance home-school relationships (stickers, phone calls or face to face conversations).
Parents of children in receipt of PPG see value in education and strong relationships are created throughout.	100% attendance to parents' evenings Communication- all signed up to the school parentmail app (Gateway).
Engagement in lessons and value in learning is comparable for those in receipt of PPG and those who are not.	CPOMS logs are monitored to ensure behaviour is not attributed to 1 group. Books show all children meeting the minimum amount of targets. Qualitative data from pupil voice and teacher observations.
Each academic year, two under-achieving children (per class) entitled to PPG have a Passport on Provision Mapper which shares their needs (both academic and social/ emotional).	Key information from staff who have a strong knowledge of the child is clear and leads to targeted support in the classroom (and shared with new staff during handovers) to support pupil progress.

	Meetings with the parents of those children once a term to share progress.
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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 <a href="#">research</a>	1, 2, 4
Curriculum and teaching lead to support and monitor quality first teaching and implementation of recovery curriculum.	<a href="#">Education Endowment Foundation</a>	1, 2, 4
Introduction to metacognitive and self-regulatory strategies to support learning.	<a href="#">EEF research</a> shows +7 months progress / year.	1,2
Vocabulary/ reading training (Read write inc training) so barriers are minimised and the most vulnerable leave with a rich vocabulary to maximise life chances.	<a href="#">Hart and Risley (2003)</a> famously found that children from lower socio-economic households have a word gap compared to those who live in professional households.	1, 2, 4
Pupil Premium lead given time to design, implement, monitor and evaluate strategies. Share key research with staff and ensure the best teaching and learning opportunities are offered.	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. Continue to raise the profile of those entitled to PPG funding and be creative about how we support them and their families. Ensure that all parents are aware of what the school does to support those in receipt of PPG.	1, 2, 3, 4
Engage families in school events linked	Experience has shown that this is an effective way of sharing the school's	1, 2, 3

to teaching and learning to help with supporting home learning.	approach to teaching and learning. <a href="#">EEF shows</a> + 4months impact. Each teacher is meeting 2 PP families 3x a year for in depth conversations.	
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### Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in CPD for teaching assistants to assist in delivering quality first teaching in the classroom and supporting targeted academic support.	<a href="#">Education Endowment Foundation:</a>	1, 2
Specific areas of delay/slow progress will be addressed and gaps closed through interventions, including gaps due to Covid.	<a href="#">Dr Gill Johnson (an independent researcher, published author and freelance writer).</a>	1, 2, 4
Teacher- led conferencing time (1:1 individual instruction).	<a href="#">Education Endowment Foundation:</a> 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
Improved oral and written language skills through intervention.	<a href="#">Education Endowment Foundation:</a> Impact + 5 months  Increased availability of language resources such as dictionaries and thesaurus.	1, 2, 3, 4
Monitor the effectiveness of interventions across the school.	From experience, interventions need to be effective. We need to evaluate 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 use provision tracker to monitor progress.	1, 2, 3, 4
Homework and reading support during lunchtimes.	<a href="#">Education Endowment Foundation</a> Impact + 5 months  Provide homework club to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.  Children receive additional reading support from the class TA or Teacher.	1, 2, 4

## Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To advocate for our most vulnerable children to help improve ambition and self belief.</p>	<p>Staff members are aware of children who are in receipt of PPG within their class. Staff members will work to engage children and their parents as partners in a positive, learning-focused school community.</p> <p>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 regular check-ins and sharing of information with parents of children in receipt of PPG.</p>	1,2,4
<p>Promoting parent open mornings/ evenings to support with homework/ online learning/ behaviour and regulation.</p> <p>Specific invites to promote attendance.</p> <p>Family Support Officer to work closely with our disadvantaged families.</p>	<p><a href="#">Education Endowment Foundation:</a> Parental Engagement impact + 4 months.</p>	1, 2, 4
<p>Emotional literacy support assistant/ behaviour support/ lunchtime play provision. 4 ELSA staff trained.</p>	<p><a href="#">Education Endowment Foundation:</a> Impact + 4 months.</p>	2, 3
<p>Behaviour/ self regulation strategies employed. All staff trained to support a wide variety of needs, including attachment.</p>	<p><a href="#">Education Endowment Foundation:</a> 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 free school meals) have the opportunity to play a musical instrument (Year 3 to 4).</p>	<p><a href="#">Education Endowment Foundation:</a> Impact + 3 months. All Year 3 learning the recorder. FSM children in Y3 will all be given the opportunity to join a weekly ukulele group run by a teacher from KMS for 2 terms. This will prepare them for Year 4. All Year 4 learning the Ukulele.</p>	

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
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.	<a href="#">Cultural Learning Alliance:</a> 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 also part funds smaller trips.	4
Funded uniform and Physical Education kit.	<a href="#">Education Endowment Foundation:</a> By subsidising the cost of uniform, it reduces stigmatisation and enables disadvantaged pupils to have the same experiences as their peers.	4
Technology support- All children have access to a school device if needed (Chromebooks) to support access to homework.	Sir Kevan Collins, chief executive of the <a href="#">Education Endowment Foundation</a> , said:  The pupils we teach do not know a life without it (technology). The opportunities it offers us to improve education are truly exciting.	1, 2, 4
Technology used to support quality first teaching, such as maths.co.uk and online diagnostic testing.	<a href="#">Education Endowment Foundation: Using Digital Technology to Improve Learning.</a>	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.	<a href="#">Education Endowment Foundation</a>	4
Opal Play Making sure that the play activities do not exclude children in any way.	Play and the skills to develop play help children to develop more social skills, challenge themselves and build skills of self regulation.  <a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</a>	



	<a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a>	
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## Part B: Review of outcomes in the previous academic year

### Pupil Premium Evaluation 2022-2023

#### Introduction

There is a shared understanding of the ambitions and principles that underpin the strategy for addressing disadvantage. Every key stakeholder, at every level (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.

#### High quality teaching.

#### Assessment

Regular monitoring and evaluation of interventions help to close the achievement gaps. Conferencing and 1:1 support for children experiencing PPG has helped to close the progress gaps. However, PPG children need to be making more progress than other pupils to close the attainment gap. The attainment gap is larger in Y3 and Y4 which we start to close more in Y5 and Y6.

Internal monitoring of the gaps in Y3/4/5

Progress gaps PPG compares to non.	Year 3	Year 4	Year 5
Reading	0	0.1	0.4
Writing	0	0.2	0.1
Maths	0	0.3	0

Attainment gaps (at secure or above) PPG compares to non.	Year 3	Year 4	Year 5
Reading	30%	30%	1%
Writing	27%	27%	1%
Maths	15%	31%	4%

## Year Six SATs results

<b>Based on 120 Pupils</b>					
	<b>Reading</b>	<b>Writing</b>	<b>SPAG</b>	<b>Maths</b>	<b>RWM</b>
<b>Expected (School)</b>	90%	82%	91%	92%	82%
<b>Expected (National)</b>	73%	71%	72%	73%	59%
<b>Greater Depth (School)</b>	47%	18%	49%	52%	16%
<b>FFT 50 Average Prediction</b>	82%	86%	87%	84%	74%
<b>FFT High 20</b>	87%	90%	91%	89%	80%
<b>FFT 5 Very High Prediction</b>	91%	93%	94%	93%	86%

<b>Pupil Premium only - based on 27 pupils</b>					
	<b>Reading</b>	<b>Writing</b>	<b>SPAG</b>	<b>Maths</b>	<b>RWM</b>
<b>Expected (School)</b>	93%	81%	93%	93%	81%
<b>Greater Depth (School)</b>	22%	7%	33%	37%	4%

## **Attendance**

During 2023-2024

	2023-2024	Gaps
Whole School	95.91%	
Children in receipt of Pupil Premium Funding	94.17%	1.74%
Children in receipt of Free School Meals	94.01%	1.9%

The family liaison worker has enabled support to be put in place for children whose attendance or punctuality is a concern. Monthly reports and discussions show the positive impact of our family liaison worker.

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 and the zones of regulation. The number of trained ELSA staff is increasing.

## **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. This has been noted in the school advisor or SIP visits. 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.

Performance management has been used successfully to focus on the needs of children in receipt of pupil premium. This enabled collaborative discussions to take place and positive interventions to be set up.

### **Targeted Academic Support**

The school has used funding to support targeted interventions such as early morning support on Tuesday and Thursday for children. Staff have also focussed on conferencing to address any gaps in learning.

Support staff have been involved in a number of training sessions. This has included zones of regulation, ADHD Embrace, reading fluency, comprehension, phonics, positive handling and de escalation strategies, autism support, social skills, Read, Write Inc, pre teaching vocabulary, FLASH academy and 5.6.23 TA conference.

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. Staff are acutely aware of the needs in their classes and also children who may have multiple barriers. All adults teaching in classes are made aware of the specific needs to ensure effective support across all lessons.

### **Wider Strategies**

Additional time has been set aside during parent consultation and meeting new teacher events to support children with additional needs and those who are in receipt of PPG. 85% of children attended clubs during the academic year. There is a breakdown showing which clubs were accessed.

12 Children were able to continue with their keyboard lessons up to Christmas 2022.

27 Children in Y3 signed up to and were able to access free ukulele lessons during lunch time which ran for two terms to develop their musical skills and confidence. This supports them with pre teaching prior to whole class ukulele lessons taking place in Y4.

Supporting children to attend the Y6 residential (18/27 although all 27 were offered the same opportunity) and also day school trips due to the cost of living crisis. No child has been unable to attend a day school trip during 2022-23 due to funding.

### **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
1:1 reading programme	Beanstalk Y3/4
Mathletics	3P Learning
TT Rockstars	Maths Circle LTD
CPOMS	CPOMS Systems Limited
Provision Mapper	Edukey Education Ltd
Widget	widgetsoftware.com
Flash Academy	flashacademy.com