



Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | Burlington CE Primary and Nursery School | | | | |
| Academic Year | 2020/21 | Total PP budget | £13450 + £7035 (CLA) | Date of most recent PP Review | n/a |
| Total number of pupils | 59 | Number of pupils eligible for PP | 10 | Date for next internal review of this strategy | Feb 2021 |
| | | Number of pupils eligible for CLA PP | 3 | Personal Education Plans are kept for these children | On server. These contain detailed spending plans and must be completed termly with a meeting to go over the actions. |

| 2. 2019-20 Outcomes | | |
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| In the academic year 2018/19 the school had pupils eligible for PPG funding. | <i>Pupils eligible for PP (your school)</i> | <i>All pupils (national average)</i> |
| KS2 % achieving in reading, writing and maths | 2/2 (100%) Teacher Assessment due to COVID-19 | 60.8% |
| KS1 % achieving in reading, writing and maths | 1/2 (50%) Teacher Assessment due to COVID-19 | 63.7% |
| Phonics Screening Test | Unknown due to Covid-19 | 81% |
| Early Years Good Level of Development | 1/1 (100%) Teacher Assessment due to COVID-19 | 70.7% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Learning behaviours - meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning |
| B. | In-school strategies and initiatives not being followed up at home i.e. promotion of basic skills - reading, spelling & maths (tables etc...). |
| C. | The schools work needs to be more robustly focussed on disadvantaged children of all prior attainments - consequently children who are not identified as SEND do not always make as much progress as 'other' pupils in all Key Stages. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Disadvantaged students are less likely to travel on trips where there is a cost implication, purchase optional revision materials such as study guides, have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities |
| E. | Lower the emotional stress and anxiety of pupil premium pupils |
| F. | COVID-19 - time off school due to testing positive, contact isolation or bubble isolation and access and support to remote learning |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improvement of learning behaviours - meta-cognition/resilience, concentration and focus skills, under developed attitudes to learning | Pupils engage positively in lessons and wider school life. Pupils show a positive attitude to learning in conferencing and mentoring sessions. |
| B. | In-school strategies and initiatives to be followed up at home i.e. promotion of basic skills - reading, spelling & maths (tables etc...) throughout school | <p>Reading Diaries evidence increased levels of engagement with parents. Parents question staff with regards work at home. Spellings and maths tasks are completed regularly. Homework is completed consistently to an increasingly high standard.</p> <p>Children are being heard read at home at least three times a week and, where this is not happening, this is being compensated for in school. Assessments of basic skills (i.e. tables at the appropriate level, fluency in reading/phonics and year group's statutory word lists) indicate improved levels of attainment.</p> |

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| | | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the triad cluster and amongst moderation within the Furness Primary Cluster of Schools. |
| C. | The school's work needs to be more robustly focussed on disadvantaged children of all prior attainments - consequently children who are not identified as SEND do not always make as much progress as 'other' pupils in all Key Stages. | From their different points (i.e. FSP, KS1), PPG children, who are not identified as SEND, make as much progress as all children nationally. |
| D. | Disadvantaged students are less likely to travel on trips where there is a cost implication, purchase optional revision materials such as study guides, have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities | All children will be given equal opportunities to attend visits and participate in extra curricular activities through ensuring funding is there to help families. Children are fully supported in their academic quest. Whole school collaboration to support every family. |
| E. | Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths) | PP pupils are happy and successful and enjoying school. Progress is in line with their peers. Teams within the school work collaboratively to support each child. Children who may fall behind are identified quickly. Provision mapping for disadvantaged pupils show take up on enrichment opportunities to be as their peers and that finance is not a deciding factor |
| F. | Prompt delivery of remote learning in cases of positive test result or isolation to ensure no learning is missed | Progress of children who have needed to isolate will be in line with their peers. In the case of whole class / bubble isolation ensuring all pupils access the work remotely. |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2019-20 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| To ensure all children receive the highest quality of educational provision possible | CPD of staff - early literacy and developing language course attended. CPD on children and developing vocabulary. | STA's have been upskilled and have a greater understanding in the developmental stages of early literacy and phonics. Impact on EYFS class has been high and activities amended to develop and encourage all early reader, writers and speakers. Staff CPD led to whole school inset on developing vocabulary and about approaches to teaching vocabulary | Impact is still being evidenced. This approach will continue to as early stages show that children's vocabulary and speech is developing. Future targets will be to develop children's writing. This will be a whole school target. | £1500 This was cut short due to COVID restrictions and therefore underspend |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

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| <p>To ensure all PPG children make similar progress to their peers</p> | <p>Access to STA provision and catch up programmes based regularly half termly pupil progress meetings with staffing</p> | <p>Assessments indicate levels of progress is similar to their peers. Evidence taken from schools internal tracking system and from external national testing.</p> | <p>Continue this approach of future years. Early identification is the key to this approach and constant and consistent dialogues between staff, assessment co-ordinator and head. In future liaise more closely with parents to include them on their journey.</p> <p>Governors are kept abreast through termly Governor's meetings.</p> <p>Early identification to ensure intervention and catch up is put into place. Ensuring that barriers that may be SEND barriers are acted upon quickly and external advice is sought.</p> <p>Increase of STA hours ensures smaller group working.</p> | <p>£8000</p> |
| <p>iii. Other approaches</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| <p>To improve the emotional resilience of all children to ensure they fully engage with tasks given before giving up</p> | <p>SERIS work and small group challenges with HT to develop resilience when facing challenges.</p> | <p>Children's emotional development and resilience improved which was noticed by class teachers when faced with various tasks. All children were included in this if identified as vulnerable.</p> | <p>Impact was felt by the HT in the delivery of the sessions and whether this would be sustainable in the future due to commitments on the head.</p> <p>The HT is unable to sustain the level of input needed. Increase TA hours for future.</p> | |
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.