



## Pupil premium strategy statement: Burnsall

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment 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	Burnsall Primary School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	23% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2025
Date this statement was published	November 2023
Date last reviewed	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	C Greenwood
Pupil premium lead	C Greenwood
Governor / Trustee lead	K Horn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,000

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to overcome the barriers that our disadvantaged pupils are subject to as a result of their socio-economic context, to ensure that no pupil is left behind socially or academically. We believe that through the provision of a caring and stimulating environment, the delivery of excellent teaching, which meets individual needs and opportunities to learn both within the class and through further experiences, pupils can achieve their full potential.

We believe in maximising the use of the pupil premium grant (PPG) by following the School Improvement Plan. Through this we can blend short, medium and long-term interventions aligning pupil premium use with wider school improvements. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy has high-quality, first-class teaching at its heart, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefitting the non-disadvantaged pupils in our school. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is to be responsive to common challenges and individual needs and is based upon assessments which are robust and diagnostic. We ensure that the assessment, teaching and monitoring cycle of core and foundation subjects is rigorous leading to greater challenge, resulting in accelerated progress and a more informed approach to the teaching and learning within the subject.

### Challenges

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

Challenge number	Detail of challenge
1	Pupils enter the EYFS with language and communication skills below their developmental age. This impacts their ability to progress in all areas of the curriculum. Low attainment on entry to the EYFS requires accelerated learning to achieve GLD by the end of Reception.
2	Attainment at the end of KS1 for some pupils below the national average in Reading, Writing and Maths who are eligible for the pupil premium despite interventions.

3	Attainment at the end of KS2 for pupils below the national average in Reading and Writing for pupils who are eligible for the pupil premium
4	Parental engagement and lack of financial resources to provide their children with wider opportunities and experiences impacts on pupil's knowledge and vocabulary which hinders progress through the curriculum.
5	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing need for SALT intervention
6	Attendance for some pupils in receipt of pupil premium being below that of their peers

### 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
<p><b>Progress in EYFS</b></p> <p>Ensure that the curriculum is ambitious for PP and all groups of learners to significantly improve outcomes in the Early Years.</p> <p>Improve outcomes for children in the area of Communication and Language as this underpins the whole of EYFS curriculum. Curriculum meets the needs of the learners and is adapted through appropriate differentiation and challenge to engage and enthuse all groups of pupils to support them in making accelerated progress.</p>	<p><b>Curriculum Design and Ambition</b></p> <ul style="list-style-type: none"> <li>• Clear, progressive curriculum that focuses on Communication and Language, with high expectations for all learners, including Pupil Premium (PP) and SEN children.</li> <li>• Differentiated to meet the needs of all learners, ensuring challenges are appropriate and inclusive.</li> </ul> <p><b>Communication and Language Development</b></p> <ul style="list-style-type: none"> <li>• Prioritize Communication and Language across the curriculum, providing a language-rich environment.</li> <li>• Regular, formative assessments track progress, with early interventions for children at risk of falling behind.</li> <li>• Specific strategies and resources are in place to boost vocabulary, speaking, listening, and understanding.</li> </ul> <p><b>Differentiation and Challenge</b></p> <ul style="list-style-type: none"> <li>• Learning activities are adapted to engage and challenge all learners, including PP and more able children.</li> <li>• Activities provide opportunities for extension and personalized learning.</li> </ul> <p><b>Targeted Support for Pupil Premium Learners</b></p> <ul style="list-style-type: none"> <li>• Focused interventions and tailored support to accelerate progress for PP children in Communication and Language.</li> <li>• Clear tracking systems monitor progress and ensure any gaps are addressed.</li> </ul> <p><b>Staff Expertise and Professional Development</b></p>

	<ul style="list-style-type: none"> <li>• Ongoing training for staff on effective strategies for supporting Communication and Language development, especially for PP children.</li> <li>• Teachers reflect on their practice to ensure continuous improvement.</li> </ul> <p>📌 <b>Assessment and Data Use</b></p> <ul style="list-style-type: none"> <li>• Consistent use of assessment data to track progress and adjust teaching strategies.</li> <li>• Specific measures of progress in Communication and Language, with particular attention to PP children.</li> </ul> <p>📌 <b>Impact and Outcomes</b></p> <ul style="list-style-type: none"> <li>• All learners, particularly PP children, make accelerated progress in Communication and Language by the end of EYFS.</li> <li>• Gaps in achievement between PP children and their peers are narrowing.</li> </ul> <p>📌 <b>Feedback and Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>• Regular feedback from children and parents is used to adjust practices and support progress.</li> <li>• Leadership regularly monitors the implementation and effectiveness of the curriculum.</li> </ul>
<p><b>Reduce the gap between PP and non PP in progress in Reading</b></p> <p>Ensure that the curriculum is ambitious for all groups of learners to significantly improve outcomes in both KS 1 and KS 2.</p> <p>Curriculum meets the needs of the learners and is adapted through appropriate differentiation and challenge to engage and enthuse all groups of pupils to support them in making accelerated progress. Whilst ensuring consistency in expectations across and between year groups.</p>	<p>📌 <b>Curriculum Design and Ambition</b></p> <ul style="list-style-type: none"> <li>• The curriculum is ambitious for all learners, with a strong focus on reading, writing and maths to ensure significant progress for both PP and non-PP children.</li> <li>• The curriculum is structured to support high expectations across KS1 and KS2, ensuring progression in skills.</li> <li>• Clear, consistent expectations are set across year groups to ensure coherence and high standards.</li> </ul> <p>📌 <b>Progress for Pupil Premium Children</b></p> <ul style="list-style-type: none"> <li>• PP children make accelerated progress, with the gap between PP and non-PP learners significantly reducing.</li> <li>• Targeted interventions and support strategies are in place for PP learners who are falling behind, ensuring they catch up with their peers.</li> <li>• Regular monitoring and tracking of PP children’s progress, with adjustments to support as necessary.</li> </ul> <p>📌 <b>Differentiation and Challenge</b></p>
<p><b>Reduce the gap between PP and non PP in progress in Writing</b></p> <p>Ensure that the curriculum is ambitious for all groups of learners to significantly improve outcomes in both KS 1 and KS 2.</p> <p>Curriculum meets the needs of the learners and is adapted through appropriate differentiation and challenge to engage and enthuse all groups of pupils</p>	

to support them in making accelerated progress. Whilst ensuring consistency in expectations across and between year groups.

**Reduce the gap between PP and non PP in progress in Mathematics**

Ensure that the curriculum is ambitious for all groups of learners to significantly improve outcomes in both KS 1 and KS 2.

Curriculum meets the needs of the learners and is adapted through appropriate differentiation and challenge to engage and enthuse all groups of pupils to support them in making accelerated progress. Whilst ensuring consistency in expectations across and between year groups.

- The curriculum is differentiated to meet the needs of all learners, ensuring appropriate challenge for all groups, including PP, SEN, and more able children.
- Activities are adapted to engage and motivate all pupils, with specific strategies to support struggling readers and challenge more advanced learners.

**Targeted Support and Interventions**

- Evidence of targeted interventions for PP children, including small group work, 1:1 support, and tailored resources to accelerate their progress.
- Regular formative assessments track progress for all learners, allowing for timely interventions and support.

**Teacher Expertise and Consistency**

- Teachers receive ongoing professional development in evidence-based strategies for improving outcomes, especially for PP children.
- Consistent approaches to teaching are applied across all year groups, ensuring a clear progression in skills and expectations.
- High-quality teaching is embedded across the curriculum, with effective use of phonics, vocabulary, fluency, and comprehension strategies.

**Assessment and Data Use**

- Progress is regularly assessed through formative and summative assessments, with clear data used to track progress and inform teaching.
- Progress data for PP children is analysed separately to monitor the effectiveness of targeted support and interventions.

**Impact and Outcomes**

- By the end of KS1 and KS2, PP children show accelerated progress, with a significant reduction in the gap between PP and non-PP learners.
- The proportion of PP children achieving age-related expectations or above is increasing year on year.

**Feedback and Continuous Improvement**

- Feedback from children, parents, and staff is regularly used to evaluate the effectiveness of reading strategies and interventions.
- School leadership consistently monitors the implementation of reading strategies to ensure the gap continues to close, making adjustments as needed.

<p><b>Increased parental engagement and support.</b> Parents of all pupils to be more positively engaged with their child’s learning, attend regular events within school to support them in helping their children at home with their learning</p>	<p>Year groups and Key stages to provide targeted opportunities to engage with parents in a variety of ways. Attendance to be monitored and followed up.  Attendance at Parents evenings to be monitored and followed up.</p>
<p><b>Provision of a wide range of opportunities and experiences for children to engage in.</b> Provide opportunities and experiences that will impact on the acquisition of cultural capital, increase confidence and independent skills and build knowledge and vocabulary which will impact on progress through the curriculum.  To continue to ensure the attendance of pupils in receipt of pupil premium funding is in line with those of peers, reducing persistent absentees.</p>	<p>Pupil’s participate in a rich plethora of activities that they would not have access to through home, which foster and develop their unique talents and skills. They develop independence skills and self-confidence and learn to appreciate that a multitude of facets make a well rounded individual.  Participation and attendance at Clubs and Breakfast clubs monitored.  Reduce proportion of pupils classed as persistent absentees with a federation evidence informed child centred approach</p>

### 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure teaching of all subjects is of the highest quality and PP pupils make progress as a result of quality first teaching.</p> <p>Continue to develop strategies within school: Feedback: to ensure that the feedback provided to all pupils is instant and effective.</p> <p>Lead teachers disseminating strategies and supporting colleagues in coaching capacity to ensure the PP pupils are challenged.</p> <p>Pre teaching – support pupils with gaps in their learning.</p>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>“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.” EEF – Maximising Learning</p> <p>Feedback (+6 months – EEF Toolkit)</p> <p>Homework (+5 months – EEF Toolkit)</p> <p>Collaborative learning approaches (+5 months – EEF Toolkit)</p> <p>Effective Professional Development (EEF)</p>	<p><b>1, 2, 3 and 4</b></p>

Use of collaborative learning approaches, pupils working together on activities or learning tasks in a group contributing to a common overall outcome or work together on a shared task.  Staff development and quality CPD.	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>Recommendations –</p> <ul style="list-style-type: none"> <li>- Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</li> <li>- Implement professional development programmes with care, taking into consideration the context and needs of the school</li> </ul>	
EYFS lead to work alongside LA early years specialist to monitor progress and identify areas for development	Specialist support to facilitate diagnostic analysis of EExAT tracker	<b>1 and 2</b>
Ensure all groups of learners are closely monitored to enable early, targeted interventions to be implemented.	Teaching Assistant interventions +4months (EEF Toolkit) Small group tuition +4 months (EEF Toolkit)	<b>2, 3 and 4</b>
Curriculum is relevant to pupil’s. Subject leaders analyse subject feedback from classes/year groups to ascertain strengths and areas for development. Progress monitored and under achievement identified and acted upon.		<b>2, 3 and 4</b>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 4250

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Communication and language interventions In EYFS working with Angela Schofield (Oracy Consultant Excelsior Mat)	Oral language interventions +6 (EEF Toolkit)	<b>1</b>
Maths tuition	Small group tuition +4 months (EEF Toolkit)	<b>4</b>
Literacy tuition for years 2, 3, 4, 5	Small group tuition +4 months (EEF Toolkit)	<b>3 and 4</b>

Booster sessions (Phonics), opportunities for pupil's and parents in F/S, KS 1 and KS 2	Small group tuition +4 months (EEF Toolkit) Phonics +4 months (EEF Toolkit) Parental engagement (+4 months – EEF Toolkit)	<b>2, 3, 4 and 5</b>
PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:	One to one tuition +5 months (EEF Toolkit) Small group tuition +4 months (EEF Toolkit)	<b>2, 3 and 4</b>

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4350

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment through providing enriching experiences across the curriculum through: Specialist DT /Cookery/PE Music teachers to develop pupils' skills in art, dance and music.	Arts participation (+3 months – EEF Toolkit) Sports participation (+3 months – EEF Toolkit)	<b>6 and 7</b>
Build pupil's social and cultural capital and give them access to life enriching experiences through: encouragement to take part in an extra-curricular clubs and opportunities provision of wider experiences and opportunities to enrich their understanding. Ensure all PP pupils are able to engage and take part in residential to London and trips.	The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)	<b>6 and 7</b>
Cultivate opportunities to develop and sustained 'cultural capital' through enrichment and experiences –Clubs, trips, residentials, Federation visitors, To improve aspirations in order to secure future success.	Extended school time +3 months – EEF Toolkit  DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (2017) - Reduced numbers of pupils coming to school without having eaten breakfast	

Provision of Breakfast Club to ensure a good start to the school day	<ul style="list-style-type: none"> <li>- Improved punctuality</li> <li>- Improved concentration and behaviour during the morning</li> </ul>	
Parents are engaged with school, well informed and empowered to support their children through: Parental consultations to outline the ethos of UWPF- expectations, academic , social, behavioural, attendance, homework and commitment to extra-curricular activities	Parental engagement (+4 months – EEF Toolkit)	<b>5</b>
Continue to develop opportunities for pupils to develop self-confidence and independence skills which will enable them to succeed in life. <ul style="list-style-type: none"> <li>- Metacognition, class monitors, school councillors, digital leaders, play leaders and team captains</li> <li>- Sports competitions</li> <li>- Drama performances</li> </ul>	SSAT (The Schools Network “We know that, when given the opportunity, young people can have a profound impact on their schools. Involvement in leadership and voice activities can improve students’ and pupils’ learning as well as helping them to develop the skills and traits needed for success outside of the classroom.”  IIP “to empower all pupils, increase motivation and contribute to raising achievement across the Key Stages.”	<b>7</b>
Sustain a system of rewards and incentives to <ul style="list-style-type: none"> <li>- ensure a positive attitude to school, effort and commitment</li> <li>- behaviour (lunchtime)</li> <li>- attendance</li> <li>- Inclusive Attendance</li> <li>- CPD for all staff</li> </ul>	DFE 2016 – Pupil’s with no absence are 1.3 times more likely to achieve EXS and 3.1 times more likely to achieve GDS than pupil’s who missed 10 – 15% of all sessions.  Behaviour (+4 months – EEF Toolkit  A new attendance framework across the federation based on the evidence paper by Professor Katherine Weare – <i>What works in promoting social and emotional well- being and responding to mental health problems in school.</i> The Guiding Principles will ensure your school understands your own overarching strategy to supporting and improving school attendance.	<b>6 and 7</b>

**Total budgeted cost: £ 14000**