



# Burnhope Primary School



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | Burnhope Primary School      |
| Number of pupils in school  | 84 (15 nursery)              |
| Proportion (%) of pupil premium eligible pupils   | 52%                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22, 2022/23 and 2023/24 |
| Date this statement was published   | September 2021               |
| Date on which it will be reviewed   | December 2021                |
| Statement authorised by   | Full Governing Body          |
| Pupil premium lead  | Mrs L Bryson                 |
| Governor / Trustee lead   | Alan Gibson                  |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £70,125 |
| Recovery premium funding allocation this academic year  | £3,408  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £73,533 |



## Pupil Premium Strategy Statement

### Part A: Pupil premium strategy plan

#### Statement of intent

At Burnhope Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils.

As a result of all of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil.

Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

This is even more important currently in light of Covid-19 and the time length of time some children have been away from school. During the lockdown period, we worked hard to support our disadvantaged families by offering places in school, working with outside agencies and continuing to offer support through counselling, connecting with children and occupational therapy service.

We maintained regular contact with our families through Class Dojo and telephone calls on a weekly basis. We offered our children a programme of remote teaching using online and physical resources on a daily basis. We have spent time reintegrating our children running a modified curriculum and work on building key basic skills through structured interventions and over teaching.

As we move into the new academic year we have a clear focus on:

- Accelerating progress
- Closing gaps in learning
- Supporting children's social and emotional skills
- Further developing attendance



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### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.                                  |
| 2                | Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies. |
| 3                | The impact of Covid-19 lockdowns on children's attainment and progress in maths and writing, particularly in Year 2 and Year 6.   |
| 4                | Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.   |
| 5                | Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.                           |
| 6                | To widen children's life experiences beyond the local area to impact on their understanding of the curriculum   |
| 7                | Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees and lateness are particularly high.  |

### 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   |
|---|--|
| Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. | A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021. |
| Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.    | % of PP pupils meeting the expected standard in phonics improves from 2020.                  |



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| Academic progress and attainment improves in maths and writing.  | By the end of the academic year, increasing proportions of pupils will be back on track with previous attainment trends.                                   |
| Increase engagement with parents to support home reading.<br>Provide increased opportunities in school to support and enthuse a love of reading. | By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021. |
| Improve emotional resilience for all pupils through use of TA support and intervention.  | Monitoring will demonstrate pupils' positive attitudes to learning and good behaviours.<br>Children report being happy and settled in school.              |
| To ensure pupils life experiences are broadened.   | All pupils will have access to a range of visits and visitors in the local area and beyond.  |
| Reduce the number of persistent absentees and persistent lateness.   | % of persistent absentees is at least in line with National Average.<br>There are increased attendance rates for Pupil Premium children.                   |



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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.

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

**Budgeted cost: £36,766**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Implement Nuffield Early Language Intervention with Reception children across the year using a teaching assistant to enhance staffing levels.</p> <p>TA wage –<br/>145.80 per week<br/>32 weeks= 4,665</p> | <p>On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months’ additional progress for the Nuffield Early Language Intervention.</p> <p><b>EEF Early Years toolkit: Communication and language approaches - additional 6 months progress.</b></p>   | <p><b>1</b></p>               |
| <p>Staff to receive training from the NCETM to develop early numeracy approaches.</p>   | <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months’ progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><b>EEF Early Years toolkit: Early Numeracy Approaches - additional 6 months progress.</b></p> | <p><b>1</b></p>               |



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| <p>New staff to access Read, Write, Inc training to ensure consistency in this approach to phonics across the school.</p> <p>Cost covered across 2021-22 by Teaching Learning Initiative Fund (TLIF)</p> <p>HT and Reading leader provided coaching to new staff and supply</p> | <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Read, Write, Inc is a DfE accredited systematic synthetic phonics programme</p> <p><b>EEF toolkit: RWINc. Phonics: Testing the impact of a systematic synthetic phonics programme for early readers- the evaluation report will be published in 2023.</b></p> | <p><b>2</b></p> |
| <p>CPD identified for teaching assistants in relation to specific interventions.</p> <p>TA wage</p>   | <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching</p> <p><b>EEF Teaching and Learning toolkit: Teaching Assistant Interventions- additional 4 months progress.</b></p>  | <p><b>2</b></p> |
| <p>Additional staff to support small group work across the school.</p> <p>TA wage</p>   | <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><b>EEF Teaching and Learning toolkit: Small group tuition - additional 4 month progress</b></p>   | <p><b>3</b></p> |



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| <p>Subscriptions to online learning platforms extended to support interventions and homework particularly in English and maths.</p> <p>TTRS<br/>£94.90 yearly</p> <p>Bug Club</p> <p>Reading Plus=£2,275.00<br/>2022-2023=£2,275.00</p> | <p>Technology is used to supplement other teaching, rather than replace more traditional approaches. It is used to support homework and consolidation of in class teaching.</p> <p><b>EEF Teaching and learning Toolkit: Using digital Technology to Improve Learning-update review coming soon.</b></p>   | <p><b>4</b></p> |
| <p>All staff to receive training in the use of 'Zones of Regulation',</p> <p>Restorative Approaches</p> <p>Team Teach</p> <p>to support pupils' behaviour.</p>  | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 4 months progress</b></p> | <p><b>5</b></p> |



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

Budgeted cost: £18,384

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>A Teaching Assistant will be tasked to provide tuition for 2 sessions per week.</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p>   | <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress.</b></p> | 3                             |
| <p>A Teaching Assistant and Third Space Learning will provide tuition for 2 sessions per week.</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p> <p>Recovery Fund= £1,459.35</p> <p>For Third Space (2 hours weekly) and TA (3 hours weekly)</p> | <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>  | 4                             |
| <p>Class Teachers will provide tuition during the Easter holiday - 2 sessions.</p>  | <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers</p>  | 4                             |





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|  | <p>should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p> |  |
|--|--|--|

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

Budgeted cost: £18,383

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>A HLTA to have specific time set aside to support children with challenging behaviour with 'Connecting with Children' programme.</p> <p>4 ½ hours a week-</p> | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that</p> | <p>5</p>                      |



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|  | <p>review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 4 months progress</b></p>   |          |
| <p>To support children’s ability to calm and regulate so they are ready to learn through targeted wider services including Behaviour Intervention, Crisis Response, E.P and Gypsy Romany Traveller Service</p> | <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b></p>   | <b>5</b> |
| <p>All pupils will have access to a range of visits and visitors in the local area and beyond.</p>   | <p>Although there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, much less is known about how these skills can be developed and whether they lead to increased academic attainment.</p> <p>Few robust studies in the UK have explored the extent to which schools can influence these skills, and their impact on other outcomes. Improved behavioural, social and emotional outcomes do not always translate into improved grades, or perhaps may translate into improved academic attainment only in the longer term, but schools may well wish to pursue them for their wider benefits irrespective of impacts on attainment.</p> <p><b>EEF Guidance: Life Skills and Enrichment</b></p> | <b>4</b> |
| <p>Employ an Attendance Officer to support the school secretary to monitor and implement strategies to improve attendance.</p> <p>Appointing an attendance officer-£11,000</p>                                 | <p>The is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or</p>   | <b>6</b> |



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|  | <p>team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective. There may be crossover with these approaches and the approaches used in English schools by attendance officers.</p> <p>While these results are promising, the quality of studies means that they should be treated with caution.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement- additional 4 months progress</b></p>  |                 |
| <p>To provide all children with breakfast or snack in school to support readiness to learn.</p> <p>Grant from Magic Breakfast</p> <p>Enhanced TA = £14.58 an hour<br/>(14.58 x 5= 72.90)<br/>Enhanced TA= £7.29 half hour<br/>(7.29 x 5= £36.45)<br/>Food cost £10 per week<br/>Total cost per week= £119.35<br/>Yearly (based on 39 weeks) = <b>£4,654.65</b></p> | <p>EEF updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2.</p> <p>Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><b>EEF Teaching and Learning Toolkit: Magic Breakfast- additional 2 months progress</b></p> | <p><b>6</b></p> |

**Total budgeted cost: £ 73,533 (overspend to be met from core budget)**



## Pupil Premium Strategy Statement

### 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.*

Pupil progress was significantly impacted by Covid 19 across the academic year. Gaps for our most disadvantaged children have widened.

Many of the strategies identified were implemented however the impact of Covid closures has negated their impact.

Reading Plus is up and running and has impacted positively on Key Stage 2 pupils.

Support staff have provided interventions and supported children however this was not as effective during remote learning and lockdowns.

Connecting with Children and counselling services have been invaluable as children have returned from lockdown.

Power Maths has been purchased and is in place however in some year groups children are struggling to access this due to gaps in their learning following Covid.

Attendance Officer was in place and did follow through on attendance however due to some issues in relation to GDPR this post has now been suspended.

All LA contracts have been successful with Crisis and Behaviour Intervention supporting staff training and coaching.

All E.P. work has been remote this academic year.

Due to Covid 19 lockdown many of the planned strategies were not as effective as they might have been. A. Fisher continues to support phonics across KS1. We will continue to monitor the impact of catch up funding across the Autumn term when children have had more time in school to ascertain the impact.



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### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| NELI      | Nuffield |
| NCETM     |          |

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | None    |
| What was the impact of that spending on service pupil premium eligible pupils? | None    |

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

| Activity                  | Autumn 2021 Evaluation | Committee Date |
|---------------------------|------------------------|----------------|
| Teaching Priorities       | /                      |                |
| Targeted Academic Support |                        |                |
| Wider Strategies          |                        |                |

| Activity | Spring 2022 Evaluation | Committee Date |
|----------|------------------------|----------------|
|          |                        |                |



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|                           |  |  |
|---------------------------|--|--|
| Teaching Priorities       |  |  |
| Targeted Academic Support |  |  |
| Wider Strategies          |  |  |

| <b>Activity</b>           | <b>Summer 2022 Evaluation</b> | <b>Committee Date</b> |
|---------------------------|-------------------------------|-----------------------|
| Teaching Priorities       |                               |                       |
| Targeted Academic Support |                               |                       |
| Wider Strategies          |                               |                       |