



Burnhope Primary School



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	88 (7 nursery)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24, 2024/25 and 2025/26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs L Bryson
Governor / Trustee lead	Carolann Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,550
Recovery premium funding allocation this academic year	£6,960
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	£73,510



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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.

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

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	In maths and writing, children that are middle attainers not reaching expectations, particularly in Year 2 and Year 6.



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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.

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 meet expected attainment in communication and language to meet national expectations.	A higher proportion of Pupil Premium children in EYFS meet national expectations of GLD in 2024 than in 2023.
Pupils eligible for Pupil Premium in KS2 meet expected attainment in maths and writing to meet national expectations.	A higher proportion of Pupil Premium children in KS2 meet national expectations in 2024 than in 2023.
Y1 phonics results confirm that consistent proportions of disadvantaged pupils meet the standard.	% of PP pupils meeting the expected standard in phonics continues from 2023.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, monitoring in home reading for all pupils improves across the school compared to Autumn 2023.
Improve emotional resilience for all pupils through use of TA support and intervention.	Monitoring will demonstrate pupils’ positive attitudes to learning and good behaviours. 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.



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Reduce the number of persistent lateness.	There is a decrease in persistent lateness rates for Pupil Premium.
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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: £36,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Language Intervention with Reception children across the year using a teaching assistant to enhance staffing levels.</p> <p>TA wage – 145.80 per week 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>EEF Early Years toolkit: Communication and language approaches - additional 6 months progress.</p>	1
<p>Staff to receive training from White Rose Maths 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,</p>	1



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	<p>and include some specific individual interaction.</p> <p>EEF Early Years toolkit: Early Numeracy Approaches - additional 6 months progress.</p>	
<p>New staff to access Read, Write, Inc training to ensure consistency in this approach to phonics across the school.</p> <p>HT and Reading leader provided coaching to new staff and supply</p> <p>Cost of the Ruth Miskin Schools Portal subscription. September 2022-23 £1317.50</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>EEF toolkit: RWINc. Phonics: Testing the impact of a systematic synthetic phonics programme for early reader.</p>	2
<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>EEF Teaching and Learning toolkit: Teaching Assistant Interventions- additional 4 months progress.</p>	2
<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,</p>	3



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	<p>or work which is more closely matched to learners' needs explains this impact.</p> <p>EEF Teaching and Learning toolkit: Small group tuition - additional 4 month progress</p>	
<p>All staff will receive additional training on Effective Feedback.</p> <p>National College subscription £759.90</p>	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</p> <p>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p><u>EEF Teaching and Learning Toolkit: Feedback-additional 6 months progress</u></p>	
<p>Subscriptions to online learning platforms extended to support interventions and homework particularly in English and maths.</p> <p>TTRS £94.90 yearly</p> <p>Ruth Miskin School Portal 2022-23= £1317.50</p> <p>RWInc. Online reading</p> <p>Bug Club (KS2)</p> <p>Reading Plus</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>EEF Teaching and learning Toolkit: Using digital Technology to Improve Learning-update review coming soon.</p>	4



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<p>2023-24=£2,275.00</p> <p>All staff to receive training in the use of,</p> <p>Restorative Approaches</p> <p>Zones of Regulation Training</p> <p>National College subscription £759.90</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>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 4 months progress</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Teaching Assistant will be tasked to provide tuition for 2 sessions per week of Maths.	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	3



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	<p>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>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress.</p>	
<p>A Teaching Assistant will provide tuition for 2 sessions per week of grammar and writing.</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>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	<p>4</p>
<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 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>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	<p>4</p>



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

Budgeted cost: £18,378

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>3 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 review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 4 months progress</p>	<p>5</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</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>5</p>



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<p>Gypsy Romany Traveller Service</p>	<p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	
<p>All pupils will have access to a range of visits and visitors in the local area and beyond.</p> <p>Commando Joe's 23-24 £2100.00</p> <p>Voices Foundation 23-24 £1700.00</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>EEF Guidance: Life Skills and Enrichment</p>	<p>4</p>
<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 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>EEF Teaching and Learning Toolkit: Parental Engagement- additional 4 months progress</p>	<p>6</p>



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<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 (14.58 x 5= 72.90) Enhanced TA= £7.29 half hour (7.29 x 5= £36.45) Food cost £10 per week Total cost per week= £119.35 Yearly (based on 39 weeks) = £4,654.65</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>EEF Teaching and Learning Toolkit: Magic Breakfast- additional 2 months progress</p>	<p>6</p>
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Total budgeted cost: £ 73,510 (overspend to be met from core budget)



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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 2022 to 2023 academic year.

External data (2023) indicates the following:

EYFS
The percentage of children reaching a GLD (73%) improved to be above the national. It shows a three year upward trend from 2019 with a 10% increase.

Phonics
Pupil Premium phonics outcomes have been higher, with an improvement from 2022 (50%) to 2023 (83%).

KS1
PP attainment in reading shows improvement from 2022 at 20% to 22-23 at 67%. Maths, shows the biggest improvement with 100% reaching ARE. Outcomes in writing were lower but improved from 50% of PP children to 67% achieving in ARE 2023.

KS2
Reading and maths are broadly in line with the national expectations at 67%.
Outcomes in writing remain an action for further development.

Children have been exposed to a wider curriculum through visitors and visits. Our most vulnerable children accessed support to develop their SEMH.

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
Commando joes	White Rose Maths
Reading Plus	Numbots
Ruth Miskin School Portal	Bug Club
TT Rockstars	RWInc. Reading
The National College	Oxford owl



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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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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 2023 Evaluation Reviewed with Carolann Brooks	Committee Date
Teaching Priorities	<p>EYFS Lead has reviewed several speech and language programmes (Wellcomm, Talkboost and NELI). School have purchased (Wellcomm-£688.00). The EYFS teacher has completed the baseline assessments and training. We will implement in Spring 2024.</p> <p>EYFS uses WRM and has had training-used right through school.</p> <p>Mrs Harrison is booked in for RWInc. training (additional £260.00) in January. Mrs Elliott and HT has completed Reading Leader training (paid for by Reading Hub grant) on October 2023. Teachers and TAs access Portal each week with reading Leader for a coaching session.</p> <p>We have reviewed intervention timetable and no further training is needed at this time.</p> <p>TAs support small groups of PP children on AM in each class.</p> <p>TTRS, Numbots, Bug Club and reading Plus can all be accessed at home and set for homework.</p>	Dec 2023
Targeted Academic Support	TAs give targeted support on the afternoons. This is clearly identified through data and recorded in intervention files.	Dec 2023
Wider Strategies	<p>A HLTA is conducting 5 connecting with children sessions per week. Children are reviewed each term.</p> <p>WE have used the traveller services but this was to support a parent with a nursery application.</p>	Dec 2023



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	<p>We had staff training in Commando Joe's and will roll out in Spring 24. We continue to have Voices Foundation training in the summer term. All staff are training in the method and Mrs Vella is leading.</p> <p>Our attendance officer is well established and having a positive impact on attendance.</p>	
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Activity	Spring 2024 Evaluation Reviewed with Carolann Brooks	Committee Date
Teaching Priorities	<p>The EYFS TA has administered a 10-week course of Wellcomm and assessments have been completed. There has been a 29% to 57% rise in children working at expected outcomes. A second 10-week course has begun.</p> <p>EYFS uses WRM and has had training-used right through school.</p> <p>Teachers and TAs continue to access Portal each week with reading Leader for a coaching session.</p> <p>We have reviewed intervention timetable for Spring 24 and no further training is needed at this time.</p> <p>TAs support small groups of PP children on AM in each class.</p> <p>TTRS, Numbots, Bug Club and reading Plus can all be accessed at home and set for homework.</p>	May 2024
Targeted Academic Support	<p>TAs continue to give targeted support on the afternoons. This is clearly identified through data and recorded in intervention files.</p> <p>No additional interventions were carried out over Easter.</p>	May 2024
Wider Strategies	<p>A HLTA is conducting 5 connecting with children sessions per week. Children are reviewed each term.</p> <p>We use the traveller services to support with parents with a nursery application.</p> <p>We continue to have Voices Foundation training again in the summer term. All staff are training in the method and a TA is leading.</p> <p>Our attendance officer is well established and having a positive impact on attendance.</p>	May 2024

Activity	Summer 2024 Evaluation Reviewed with	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		