



Pupil premium strategy statement –Burgh by Sands School

This statement details our school’s use of pupil premium (and recovery premium for the 2024-2025 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 |
|--|--|
| Number of pupils in school | 91 |
| Proportion (%) of pupil premium eligible pupils | 4% (4 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023/2024 review 2024 to 2025 2025 to 2026 2026 to 2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | <i>Sarah Robson</i> Headteacher |
| Pupil premium lead | <i>Sarah Robson</i> Headteacher |
| Governor / Trustee lead | Sophie Vallance |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £5920 plus £680 for 2 service children |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | N/A |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £8600 |

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who are part of an Early Help Plan. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 Reading | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with Reading Comprehension than their peers. This negativity impacts their development as readers and with mathematics word, reasoning and problem solving. |

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| 2 Maths | Assessments, observations and discussions with pupils indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 3 Curriculum | Assessments and observations indicate that children have significant knowledge and skill gaps in subject areas throughout the curriculum, resulting in children working below age-related expectations. |
| 4 Wellbeing | Our assessments, observations and discussions with pupils have identified social and emotional issues for many pupils. |
| 5 | |

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 are making accelerated progress in Reading Comprehension and are working at or above age related expectations. | <ul style="list-style-type: none"> • Consistent, quality first teaching of reading comprehension skills • Early identification of children who are not on track to achieve reading comprehension outcomes through school tracking and pupil progress meetings • End of year statutory assessments show pupils achieving expected or above outcomes. |
| Pupils gaps in mathematics skills and subject knowledge are progressively filled to enable pupils to work at or above age-related expectations | <ul style="list-style-type: none"> • Consistently, quality first teaching of specific mathematics skills and knowledge using the White Rose Maths mastery curriculum. Monitored through observations, book looks and learning walks. • Diagnostic use of mathematics assessments • End of year statutory assessments show pupils achieving expected or above outcomes. • Children who are identified as requiring catch up will begin to narrow the gaps/make required progress in their learning in order to achieve the expected standards at the end of each key stage. |
| Pupil knowledge and skill gaps in the subject areas of the curriculum are progressively filled to enable pupils to work at age related expectations. | <ul style="list-style-type: none"> • Consistent, quality first teaching of subject specific skills and knowledge. • Pupils know the skills and knowledge they are learning in each subject area. • Teachers are familiar with the progressions of skills and knowledge for each area. |
| Sustained and improved well-being for all pupils in our school. | <ul style="list-style-type: none"> • Quality, first teaching of the 1Decision PSHE curriculum. • Pupil well-being survey |

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: £2700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments and purchase of Insight tracking system to record and track all assessments.</p> <p>Ongoing training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Ongoing training for staff to use Insight system to track pupils.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weakness of individual pupils and cohorts to ensure they receive the best additional support in class and through interventions.</p> | 1, 2, 3 |
| <p>Enhancement of our maths teaching and learning curriculum planning in line with DfE and EEF guidance.</p> <p>Use of in school resources that can be accessed at home to support wider learning</p> <p>(Mathletics, TT Rockstars)</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving mathematics in Key Stage 2 and 3</p> <p>EEF Toolkit +4 months – Digital Technology</p> <p>Release time for maths subject leader.</p> | 2 |
| <p>Termly pupil progress meetings with focus on PP progress and target setting.</p> | <p>Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. (EEF toolkit)</p> | 1, 2, 3, 4 |
| <p>Training staff to deliver and assess the foundation curriculum</p> | <p>To support staff in meeting the needs of pupils who are working below age related expectation and plan teaching sequences</p> | 3 |

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| | that recap and revisit important prior knowledge and skills. | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1723.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF toolkit +5 months | 1 |
| Additional 1:1 and small group maths sessions embedded across the school for disadvantaged pupils. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving mathematics in Key Stage 2 and 3 | 2 |

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

Budgeted cost: £2123.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|--|-------------------------------|
| ELSA sessions led by trained STA | The average impact of successful ELSA interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, ELSA interventions have an | 4 |

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| | identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF Social and Emotional Learning) | |
| Support access to wider learning experiences and continue to develop cultural capital through trips, visitors, enriching experiences and music tuition. e.g. live theatre, forest school etc. | EEF Life skills and enrichment toolkit There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF Arts Participation and Outdoor Learning) | 4 |
| Contingency fund for acute issues | Based on our experiences and those of similar schools to ours, we have set aside a small amount of funding to respond quickly to needs that have not yet been identified. | 1, 2, 3, 4 |

Total budgeted cost: £ 6547.60

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria |
|--|---|
| 1. Provide extra STA support in class to work with children who struggle with concentration. | Additional TA support ensured pupils were on task in lessons and helped to increase concentration skills. |
| 2. Children to become more resilient and engage more easily in a range of social situations | ELSA support offered was invaluable in supporting individual pupils struggling with their emotions and in social situations. Investment in staff CPD for emotion coaching, Lego therapy and Decider Skills has enabled pupils to access this support more easily. |
| 3. Targeted academic support for children using a range of technology to engage learners | This has been invaluable this year in enabling all children to access home learning. Programmes have been used both in school and at home to enhance learning. |
| 4. School to provide and fund a range of enrichment activities | The funding for a range of trips and residential trips ensured children could participate in trips they otherwise would not have been able to. All children attended the trips and residential trips offered. |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|------------------------|-------------------------|
| Times Tables Rockstars | TTRockstars |
| Lexia | Lexia Learning Systems |
| My Maths | Oxford University Press |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |