



## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Burgh by Sands
Number of pupils in school	95 FT plus 3 PT
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Grant Glendinning
Pupil premium lead	Sonia Southern
Governor / Trustee lead	Grant Glendinning

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,185 plus £355 for a service child
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 10,520</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Burgh by Sands School we focus on the individual needs of all Pupil Premium pupils and identify the areas of barriers to learning, entitlement, encouragement and enrichment. Our intention is that all pupils despite their background or the challenges they face make good progress and achieve high attainment across all subject areas. We recognise that barriers can include low income families becoming involved in enrichment activities, support from home can be less consistent and the concentration skills of Pupil Premium children are less developed than their peers.

Our objectives for the Pupil Premium strategy are:

- To continue to close the gap between disadvantaged and non-disadvantaged pupils
- To support disadvantaged pupils access to learning by diminishing barriers to learning
- To give access to enriching learning experiences in school and providing wrap around care when necessary

Our aims for the Pupil Premium strategy are:

- Provide high quality first teaching in all classes to meet the needs of all pupils
- Ensure appropriate staff CPD is accessed and available to all
- Appropriate provision is accessible to individuals and groups of pupils. We also recognise this may capture non-disadvantaged pupils as we understand not all socially disadvantaged pupils qualify or register for FSM
- Allocate Pupil Premium funding according to specific needs in school

Provision includes:

- All teaching is at least good securely in all subjects
- All staff have deep knowledge of each pupil including their strengths and needs
- Reducing class sizes where possible to improve teaching and learning progress further
- Additional Teaching Assistant support in class via fluid support
- Build cultural capital opportunities and experiences
- Pastoral/behaviour accessed
- Support funding for activities, visitors to enrich the curriculum, educational visits and residential including breakfast club, after school clubs, 1:1 and small group tuition

## Challenges

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

Challenge number	Detail of challenge
1	Poor concentration skills
2	Poor social skills
3	Assessment data indicates that disadvantaged pupils have underdeveloped phonics skills and gaps in their vocabulary Assessment data shows specific weaknesses in specific areas of the curriculum
4	Enriching cultural capital opportunities to pupils and enriching the curriculum (visitors and activities related to the wider curriculum offer)

## 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
1. Provide extra STA support in class to work with children who struggle with concentration.	Children to concentrate more easily within the mainstream classroom. Develop independence in their learning Pupils having access to additional support in class to help develop independent strategies Use of knowledgeable and skilled staff to support children
2. Children to become more resilient and engage more easily in a range of social situations	Children with poor social skills will interact more easily with a wider range of children and will develop new relationships. Less conflict between groups of children during social times Staff to use emotion coaching strategies to support children across the whole school to develop emotional resilience TA to run ELSA support group for all children who require it
3. Targeted academic support for children using a range of technology to engage learners	Implementation of My Maths, Lexia and Times Tables Rockstars programmes across the school Booster groups for children linked to phonics scheme Little Wandle and results in

	2023/2024 show all disadvantaged children are meeting expected standards
4. School to provide and fund a range of enrichment activities	Pupil Premium children will be able to attend all enrichment activities offered through school as the barrier of funding these will be removed. The activities will provide experiences for the children that would not have been possible otherwise. This will include residential trips and wrap around care

## 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: £ 7,122.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group in class fluid support for pupils led by TA	TA policy devised under EEF "Best use of TA's guidance report (2021)	1, 2, 3
Staff CPD and release time for phonics/early reading	Phonics approaches have been consistently found to be effective in supporting reading development	3
ELSA ½ day a week release for planning and ½ day a week for delivery for a TA	ELSA has been found to improve social skills and confidence	2

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

Budgeted cost: £ 2,417.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra 1:1 support in class via STA	EEF- small group tuition support high cost yet effective EEF Best use of TA's	1,3

Phonics support in KS1 and keep up support for lowest 20% of readers	Intensive support in addition to normal lessons providing targeted support and structured intervention EEF	1, 3
TT Rockstars	Supporting maths across the school and promoting engagement in learning through the use of digital technology EEF- Use of digital technology	1, 3
Lexia	To improve English skills across the school EEF- Use of digital technology	1, 3
My Maths	To improve maths skills and to address gaps in learning due to COVID-19 both in school and through the use of homework EEF- Use of digital technology	1, 3

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

Budgeted cost: £ 1,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Outdoor and active learning encouraged by all	OFSTED research (2019) places emphasis on improving cultural capital especially for disadvantaged pupils	4
Promote cultural capital experiences through visits	OFSTED research (2019) places emphasis on improving cultural capital especially for disadvantaged pupils	4
Attendance at Breakfast Club	Excellent attendance and punctuality at school which improves outcomes (DfE supporting attendance at school)	4

**Total budgeted cost: £ 10,540.00**

## 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.

*The strategy plan for last year focussed on:*

*Poor concentration skills*

- *Extra TA support provided for in class support to ensure children are on task and specialist resources used to increase concentration skills*
- *Specialist support programmes bought and used in school and at home to enhance learning*

*Poor Social skills*

- *All staff trained and use emotion coaching skills in the classroom and outside*

*Enrich Cultural Capital and wider opportunities*

- *Funding for a range of school trips and residential trips to ensure children could participate in trips they otherwise would not have been able to. All children attended trips and residential trips offered*

### 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Ed Tech 50
Lexia	Lexia Learning Systems
My Maths	Oxford University Press
Letter join	Green and Tempest

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Providing wrap around care in the form of Breakfast club
What was the impact of that spending on service pupil premium eligible pupils?	Excellent attendance and punctuality at school

**Further information (optional)**

--