



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	Burbage C of E Infant School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Karen Allen, Headteacher
Pupil premium lead	Claire Barwell, Deputy Headteacher
Governor / Trustee lead	Rebecca Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,590.00
Recovery premium funding allocation this academic year	£3,190.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£34,780.00

Part A: Pupil premium strategy plan

Statement of intent

At Burbage C of E Infant School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils and consider how we can best support their needs, both academically, socially and emotionally.

High-quality teaching is at the heart of our approach. 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. Shared year group PPA ensures teachers continually share expertise and support one another to plan and deliver high-quality lessons. Continuing professional development for teaching and support staff is an essential part of this.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Nuffield Early Language Intervention programme for Reception and the National Tutoring Programme for pupils in Key Stage 1 whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs and reflect findings from teacher assessment at the end on 2020-2021 and baseline data at the beginning of 2021-2022. In school data and discussion with teachers during progress meetings will also help to target the support. The approaches we have adopted complement each other and link closely to our wider school development plan. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- provide regular intervention activities to meet identified areas of need;
- 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	Assessments, observations and discussions indicate under-developed language and communication skills among many disadvantaged pupils. These are evident particularly in Reception.
2	Assessments, observations and discussions suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Observations and discussions with parents indicate that the emotional well-being of many of our disadvantaged pupils has been disproportionately affected by school closures.
4	Internal data shows that progress in writing and maths was slower than expected for the majority of pupils during school closures, including disadvantaged pupils.
5	Observations and discussions highlight limited experiences and knowledge of the wider world among some of our disadvantaged pupils.

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
Improved Language & Communication skills for all children, particularly those in Reception	Assessments and observations indicate significantly improved oral language among target groups.
Improved acquisition and application of phonics for all pupils in our school	Observations show acquisition and improved use of phonics for reading. Assessments and pupil progress meetings show good progress in reading.
Improved wellbeing for all pupils in our school	All children identified as requiring the support of our ELSA have regular opportunities to do so.
Improved maths and writing progress for disadvantaged children in Years 1 & 2	Assessments and pupil progress meetings show good progress in maths and writing.
Improved knowledge and skills, for all pupils, across all curriculum areas	Observations, discussions and children's work show developed knowledge and skills across all areas.

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: £15,010.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Anima Phonics scheme extended to Year 1 from Reception	<p>Extensive evidence shows that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 4
Training for staff on the Anima Phonics resources and Excel tracking sheet	<p>Research supports spending on developing high quality teaching, including investing in professional development, training and support, is the key ingredient to a successful school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/ForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	2, 4
Purchase more decodable reading books linked to our phonics scheme	<p>The Ofsted handbook states that the sequence of reading books should show a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.</p> <p>Books should give pupils sufficient practice in reading and rereading books that match the grapheme-phoneme correspondences they know, both at school and at home.</p>	2
Additional teacher for writing & maths in Year 2 3 x AMs	<p>Smaller class sizes impact upon learning when the reduced numbers allow teachers to teach differently, eg. having higher quality interactions and quantity of feedback pupils receive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	4

<p>Curriculum coordinators to support colleagues to further develop teaching across all subjects</p>	<p>Research supports spending on developing high quality teaching, including investing in professional development, training and support, is the key ingredient to a successful school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/ForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,255.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the Nuffield Early Language Intervention programme in Reception	<p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. NELI promoted by DFE.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic	<p>Research shows that 1 to 1 tuition and small group tuition are both very effective interventions. The National Tutoring Programme is promoted by DFE.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 4
Language & Communication/ Social Skills intervention	<p>Targeted deployment where teaching assistants deliver an intervention to small groups or individuals has high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Research shows that a focus on speaking, listening and a combination of the two, all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
Writing and maths additional intervention groups in Year 1 & 2	<p>Evidence shows that small group tuition is effective. Greater feedback from the teacher, more sustained engagement and work more closely matched to learners’ needs explains this impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4

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

Budgeted cost: £8,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life (eg. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
Sports Coach activities at lunchtimes	<p>Research shows physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3
Funding of one after-school club for Year 1 & 2 PP children and cost of trips covered for all	<p>Research shows physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3, 5

Total budgeted cost: £34,780.00

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 2020 to 2021 academic year.

Our internal assessments during 2020-21 highlight that progress was slower for many children than in previous years in key areas of the curriculum.

The reasons for this are primarily due to the impact of Covid-19 and school closures. This not only disrupted children's learning in school during their important first years at school but also, for many children at our infant school, their attendance at pre-school settings prior to starting school. As widely accepted across the country, school closure was most detrimental to our disadvantaged children.

The impact was mitigated by our resolution to maintain a high-quality curriculum and the introduction of Class Dojo, an online communication platform to share resources and sustain regular communication. This was supported through the purchase of additional online resources for use at home, such as access to Ebooks and Spelling Shed. We also set all staff and pupils up on Microsoft Teams to facilitate some face to face contact for both wellbeing and short teacher-led sessions. In addition, we loaned laptops to disadvantaged children to support their learning at home and produced paper-based resources when requested.

When school reopened, we focused on sustaining staffing levels at all times to support high quality teaching and ensured teachers had time to identify and plan provision to address gaps in children's learning. Intervention groups continued, in class bubbles, with the support of the SENCo when needed. FFT and ECAR programmes also continued. Our trained ELSA in school had additional time to ensure all children requiring emotional support had the opportunity to do so.

As well as supporting the above, we used some of our pupil premium funding and catch-up premium to provide extra support to our youngest children. An additional LSA was appointed to support Reception with focus on improving children's social & emotional development. In Year 1, an additional teacher was appointed part-time, over two terms, to focus on narrowing the gaps in reading. All had positive effects.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A