



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	Burbage C of E Infant School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	12.6% (31 chn)
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Zoe Driver, Executive Headteacher
Pupil premium lead	Claire Barwell, Deputy Headteacher
Governor / Trustee lead	Rebecca Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,300.00
Recovery premium funding allocation this academic year	£4,060.00
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	£48,360.00

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 2022-23 and baseline data at the beginning of 2023-24. 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: £27,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Anima Phonics scheme embedded throughout the school	<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
Allocated time for staff to assess and review progress using the Anima Phonics 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/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	2, 4
Purchase more decodable and single letter sounds 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

<p>Curriculum coordinators to support colleagues to further embed new schemes and develop teaching across all subjects inc. focus on assessment opportunities</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/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>5</p>
<p>Gateway Alliance CPD for all leaders</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/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>4, 5</p>
<p>Implementation of a Progressive Spoken Language Curriculum from Rec to Year 2 (in liaison with BJS).</p>	<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>	<p>1</p>
<p>Whole school participation in the NCETM’s Mastering Number Programme</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/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>4</p>

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

Budgeted cost: £12,022

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
Phonics intervention led by LSAs (& SENDCo) across the school to close gaps and accelerate progress	<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>	2, 4

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

Budgeted cost: £8,963

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/LTS activities at lunchtimes inc training & Resources	<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 + music tuition for Year 1 & 2 PP, and part 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
Funding of free school milk through Cool Milk	<p>Milk is a good source of calcium which helps to build bones and keep teeth healthy. It also contains vitamin A which helps the body resist infections and is needed for healthy skin and eyes.</p> <p>www.NHS.uk</p>	Improved general health supports all objectives

Total budgeted cost: £48,360.00

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.

Our end of 2022-23 Key Stage 1 internal school data shows that the progress of disadvantaged children was accelerated as they moved through the school. This cohort was in Reception in 2020-21 and had both their pre-school year and Reception year affected by Covid.

The pandemic disrupted children's learning in school during their important first year and 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 and our data from the affected years confirms this.

The impact of school closures was mitigated by our resolution to maintain a high-quality curriculum and develop effective communication systems. When school reopened, we focused on sustaining staffing levels at all times to support high quality teaching to address gaps in children's learning. This has continued over the last two years and intervention, in all year groups, has been prioritised.

Teachers use assessment from previous teachers and their own on-going assessments and knowledge of the children to carefully map out intervention provision. Teachers and learning support assistants work closely together to deliver effective intervention for specific areas of development. In addition to this, one of our higher-level teaching assistants delivered the Nuffield Early Language Intervention to children in Reception for the second year running.

End of 2022-23 EYFS data shows that PP children made accelerated progress in Reading and Writing year last, slightly above that of their peers. The aim is to see this acceleration of progress in Maths also. To support this, the whole school is taking part in the NCETM's Mastering Number Program this year.

We also took part in the National Tutoring Program and chose to use two of our higher-level teaching assistants to deliver School-Led Tutoring for the second year running. They delivered tutoring to 17 PP children. Assessment data and discussion at pupil progress meetings determined the focus of the tutoring for individual children. Tutor's assessments show that gaps in children's learning were addressed and they were better prepared to start their new year groups/ schools; many disadvantaged children made better than expected progress in their final year at the infant school.

End of Key Stage 1 data shows that attainment for last year's Year 2 cohort of PP children is slightly lower than that of their peers. Further analysis of internal data across the years shows good progress in Year 1 and 2 following school closures during their Reception year and pre-school.

The total budget for PP was spent last year,

Externally provided programmes

Programme	Provider
N/A	