



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	263
Proportion (%) of pupil premium eligible pupils	11.8% (31 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£38,725
Recovery premium funding allocation this academic year	£1,576
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,301

## 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 2021-22 and baseline data at the beginning of 2022-23. 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: £20,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Anima Phonics scheme extended to Year 2 from Reception & Year 1.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 4
Training for staff on the Anima Phonics resources and Excel tracking sheet	Research supports spending on developing high quality teaching, including investing in professional development, training and support, is the key ingredient to a successful school. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	2, 4
Purchase more decodable reading books linked to our phonics scheme	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. Books should give pupils sufficient practice in reading and rereading books that match the	2

	grapheme-phoneme correspondences they know, both at school and at home.	
Curriculum coordinators to support colleagues to further develop teaching across all subjects	Research supports spending on developing high quality teaching, including investing in professional development, training and support, is the key ingredient to a successful school. <a href="https://d2tic4wvo1iusb.cloudfront.net/document/s/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/document/s/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	5

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

Budgeted cost: £9,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the Nuffield Early Language Intervention programme in Reception	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic	Research shows that 1 to 1 tuition and small group tuition are both very effective interventions. The National Tutoring Programme is promoted by DFE. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 4
Language & Communication/ Social Skills intervention	Targeted deployment where teaching assistants deliver an intervention to small groups or individuals has high impact.	1

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Research shows that a focus on speaking, listening and a combination of the two, all show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Writing additional intervention groups in Year 1 &amp; 2</p> <p>Focus area for Recovery Premium Funding</p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4

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

Budgeted cost: £10,261

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3
Funding of one after-school club + music tuition for	<p>Research shows physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 5

Year 1 & 2 PP, and cost of trips covered for all	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
Funding of free school milk through Cool Milk	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. <a href="http://www.NHS.uk">www.NHS.uk</a>	Improved general health supports all objectives

**Total budgeted cost: £40,301**

## 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 2021 to 2022 academic year.

Our internal school assessments at the end of 2021-22 show, that by the end of Key Stage 1, PP children make progress in line with their peers during their time at Burbage C of E Infant School.

The impact of Covid-19 and school closures continues to be reflected in our school data with progress for all children slowing during these affected years. This included not only disruption to 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 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 quality first teaching to address gaps in children's learning. This was continued last year and intervention, in all year groups, was prioritised.

Teachers use formative and summative assessment 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, two of our higher-level teaching assistants completed the training and delivered the Nuffield Early Language Intervention to children in Reception. All Reception children were assessed and analysis of the results identified 18 children to complete the program. Due to continued higher than normal staff absences last year, this group have completed the programme during the first half-term of year 1. Final NELI assessments show that all children increased their standardised score and highlighted only 3 children 'may continue to benefit from support in developing their language skills'.

End of 2021-22 EYFS data shows that PP children made good progress in the Reception year last year. The aim is to further accelerate this by starting all interventions, including NELI, earlier in the year in order to close gaps sooner

with the aim of PP children achieving more closely in line with their peers by the end of EYFS.

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. We chose this approach as tutors were known to our young children and could work closely with class teachers to meet the learner's needs. They successfully completed the training and delivered tuition to 14 children. These Year 1 & 2 children were selected through assessment data and discussion at pupil progress meetings and included 7 PP children. Tutoring was focused on either Reading & Writing or Maths across Years 1 & 2. Tutor's assessments show that gaps in children's learning were addressed and progress made towards small steps targets.

End of Key Stage 1 data shows that attainment for last year's Year 2 cohort of 13 PP children was lower than their peers, despite good progress being made in Key Stage 1 following school closures during their Reception year and Year 1. School data shows that an average of 40% of PP children who did not achieve age related expectations, were working just below. Phonics screen data was positive with all PP children passing the phonics screen by end of Year 2. It is important to note that this cohort had a high number of children with SEND (including 2 EHCPs, 2 SENIF & 1 SEND included in the PP numbers).

The total budget for PP was spent last year.

## Externally provided programmes

Programme	Provider
N/A	