

Burnopfield Primary School - Pupil Premium Strategy Statement 2020- 2021

Updated October 2020

School Overview

Number of pupils in school (inc) Nursery)	379
Proportion of disadvantaged pupils (inc) Nursery)	20%
Pupil premium allocation this academic year	£100,700
Academic year or years covered by statement	2020-2021
Publish Date	
Review Date	1st Sept 2021
Statement authorised by	R Brunton/C Thompson
Pupil Premium Lead	M Robertshaw
Governor Lead	M Scott

Rationale

Attendance – attendance throughout school has improved over the past years however pupil premium attendance is still lower than non-pupil premium children by 3%

Social and emotional difficulties – a significant proportion of children in school eligible for pupil premium have a variety of social and emotional needs. These negatively impact on their ability to experience positive relationships and social experiences outside of class time. These can damage children's self esteem resulting in lower engagement in lessons and greater behavioral needs.

Basic skills and low starting points – pupil premium eligible pupils are more likely to enter school at below age related expectations due to a lack of life experiences. The gap begins in the early years and is already evident when children begin school aged 5. The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school (EEF Attainment report). Historically Pupil premium children have starting points below non pupil premium children in Burnopfield Primary School

Reading difficulties – pupil premium pupils are more likely to enter school with reading skills below those expected for their age as they have lacked the opportunities to encounter a range of vocabulary. Phonic knowledge is often also below expected. There is a proportion of pupil premium children who are identified with specific problems following screening for dyslexia and dyscalculia. The difficulties in reading impact on their progress across the curriculum, particularly in maths where reasoning and problem solving depend on good comprehension skills.

Funding (per eligible pupil)

	2020 - 2021
Early Years Pupil Premium	£0.53 / hour
Pupil Premium Reception – Y6	£1,345
**Pupil Premium + Looked after children (LAC)	£1,745
Pupil Premium + Post Looked after children (PLAC)	£2,345

**Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

Early years Pupil Premium funding

Pupils eligible for Early Years funding	1
Number of eligible boys	0
Number of eligible girls	1
Total funding allocation	310

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	67
Number of eligible boys	39
Number of eligible girls	28
Pupils eligible for PP+ funding (LAC/ PLAC)	5
Total funding allocation	100700

Pupil attainment 2020 (Teacher assessment)

Reception class All pupils 52 FSM pupils 10 (19%)	All pupils in school		School FSM pupils		National difference between outcomes for Free School Meals pupils and non FSM pupils	Difference between outcomes for school Free School Meals pupils and national outcomes for non FSM pupils		
GLD	75%		67%		-19%	-8%		
Year 1 All pupils 44 Dis pupils 10 (23%)	All pupils in school		School dis pupils		National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
Phonics	N/A		N/A		-13%	N/A		
Key stage 1 All pupils 59 Dis pupils 27 (46%)	All pupils in school		School dis pupils		Expected standard		Greater depth standard	
	Expected standard	Greater Depth standard	Expected standard	Greater Depth standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	91%	33%	80%	0	16%	5%	-14%	-33%
Writing	89%	31%	60%	0	14%	-10%	-10%	-31%
Maths	91%	42%	60%	0	16%	15%	-12%	-42%
Key stage 2 All pupils 48 Dis pupils 26 (54%)	All pupils in school		School dis pupils		Expected standard		Higher standard	

	Expected standard	Higher standard	Expected standard	Higher standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	91%	53%	78%	33%	-16%	8%	-14%	1%
Writing	96%	53%	100%	33%	-15%	24%	-13%	5%
Maths	96%	56%	78%	22%	-17%	0%	-16%	-5%
Rd, Wri & Ma combined	87%	42%	67%	17%	-20%	-20%	-8%	2%

Pupil progress scores for 2020 (Teacher assessed)

	School all pupils	School disadvantaged	National non-disadvantaged
Reading	2.3	2.1	0.3
Writing	3.9	5.7	0.3
Maths	3.2	0.4	0.3

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Low Starting points for PP children in EYFS especially in communication and language, physical development and mathematics.	PP children to make accelerated progress to match children who are not PP.
	B	Low attainment in moving and handling part of ELG in EYFS curriculum	Improved progress of PP reaching expected standard in Moving and Handling in Foundation Stage and Year 1. Impact also shown in accelerated progress and attainment in writing.
	C	KS1 data shows lower attainment in writing due to COVID 19 and lockdown	Improved writing standards in Foundation Stage and KS1. This is also evidenced ultimately in KS2 results as this is a long term strategy in school.
	D	Data shows historically PP children have a lower attainment in reading across the school	Children to be at reading age matching their chronological age. Eligible children accessing support to be at age expected by end of year group. Children are able to have sufficiently good reading and comprehension skills to access maths papers.
	E	Gaps in PP children's Maths knowledge due to COVID 19 and lockdown	By the end of the academic year 20/21 PP children's attainment in core subjects will be inline with the Spring 19 assessment
Targeted academic support	F	Literacy area of learning in the GLD is historically lower for PP children in than non pupil premium as they exit Reception	Increased number of PP children achieving a good level of development in Reading at the end of Reception.
	G	Children are displaying significant reading difficulties due to lack of engagement with home learning during lockdown.	Improved reading ages for pupils who display specific difficulties and access this intensive intervention.
	H	Pupil progress meetings show staff have identified gaps in basic skills knowledge.	Pupils identified for appropriate support and intervention as detailed in this plan.

	I	Basic phonics acquisition as required due to gaps in knowledge due to lockdown	Improved phonic knowledge and closing the gap for PP children. Increase the number of PP children to pass the phonics test in years 1 and 2.
Wider Strategies	J	A small number of children presenting with challenging behaviours	Prevent exclusions and enable children with social and emotional difficulties to access the curriculum through their own coping strategies..
	K	Poor communication skills, attention, turn taking and collaborative problem solving evident in some children	Improved social skills and communication to impact on all areas of unstructured time and the curriculum.
	L	PP attendance is historically lower than non-PP children	Reduction in the number of persistent absentees amongst pupil premium eligible pupils. Improving attendance of eligible pupils as a cohort.
	M	Pupils struggling with anxiety, stress, anger or mental health difficulties to enable them to overcome these barriers.	Improved resilience and wellbeing of pupils, giving pupils their own coping strategies.
	N	Pupils are feeling anxious about the return to school	A targeted group of pupils will receive input to reduce the negative impact of anxiety and promote self-esteem and psychological well being.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source EEF reports	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Input of experienced HLTA into early years to improve interventions across EYFS. Focus on ELG's communication and language, physical development and mathematics. Primarily in outdoor provision	PP children to make accelerated progress to match children who are not PP. *	Play based learning and physical development approaches which have had evidence to accelerate learning	£30,378	Entry Data	P DGLISH/ E Farries	Autumn 2020
B	Intervention for fine and gross motor skills in EYFS	PP children to make accelerated progress to match children who are not PP. *	Play based learning and physical development approaches which have had evidence to accelerate learning	£30,378	Entry Data	EYFS staff	
C	Focus on basic skills across Key Stage One in	Improved writing standards in Foundation Stage and KS1. This is	Secure knowledge of basic skills has	Licences for Classroom secrets,	Early Pupil Progress meetings	CT	

	writing in classroom with QFT and purchased resources	also evidenced ultimately in KS2 results as this is a long term strategy in school. PP children to make accelerated progress to match children who are not PP.	an impact on writing fluency.	Learning by Questions £1,500			
D	TA's providing support with reading outside of the school day targeted year groups for 30 mins daily and during the school day with volunteers LTS provide 1:1 reading and key word support in targeted year groups	Children to be at reading age matching their chronological age. Eligible children accessing support to be at age expected by end of year group. Children are able to have sufficiently good reading and comprehension skills	1:1 reading shown to increase fluency	£5382	Early Pupil Progress meetings	A Maughan/ G Jones	
E	TAs provide extra support in maths outside the school day with targeted year groups	Increased number of PP children achieving age expected outcomes in Maths	Small group tuition is shown to have a moderate impact.*	£5382	Early Pupil Progress meetings	A Maughan / G Jones	

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
F	1 hour each day to focus on keywords, phonics and hearing individual reading in Reception.	Increased number of PP children achieving a good level of development in Reading at the end of Reception.	Early literacy approaches are shown to have a moderate impact.*	£2,650	Spring 2019 teacher assessment phonics data (Autumn 2 phonics test)	LTS	Autumn 2020
G	1:1 reading support provided by designated adults.	Improved reading ages for pupils who display specific difficulties and access this intensive intervention.	Early literacy approaches are shown to have a moderate impact.*	£3771	Early Pupil Progress meetings	J Heseltine / A Abbott / A Coulson to provide phonics intervention	
H	Focus on basic skills across Key Stage One and Two for intervention	Improved writing standards in Foundation Stage and KS1. This is	Small group tuition is shown to have a moderate impact.*	Subsidising catch up funding	Early Pupil Progress meetings	Support Staff	

		also evidenced ultimately in KS2 results as this is a long term strategy in school. PP children to make accelerated progress to match children who are not PP.	Early literacy approaches are shown to have a moderate impact.*	teacher £11000			
I	To target individual children with basic phonics acquisition as required.	Improved phonic knowledge and closing the gap for PP children. Increase the number of PP children to pass the phonics test in years 1 and 2.	Small group tuition is shown to have a moderate impact.* Early literacy approaches are shown to have a moderate impact.*	£1,904	Spring 2019 teacher assessment phonics data (Autumn 2 phonics test)	J Heseltine / A Abbott / A Coulson to provide phonics intervention	

Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
J	Counsellor 1 full day per week	Prevent exclusions. Enable children with social and emotional difficulties to access the curriculum through their own coping strategies.	Self regulation is shown to have a high impact for progression*	£5,950		LB-HT	Autumn 2020
	EWEL Team	Give pupils strategies to manage their behaviour, thereby reducing disruption in their own and other's learning.	Behaviour interventions have shown to have a moderate impact.	£2,000			
	Music Therapy	Improved behaviour for targeted children		£1, 500			
K	Lego Therapy 0.1 TA	Improved social skills and communication to impact on all areas of unstructured time and the curriculum.	Social and emotional learning has shown to have a moderate impact.*	£2,348		AM/ AC/ LF	
L	Attendance Officer 3 hours per week	Reduction in the number of persistent absentees	Social and emotional learning has	£2,925		RB/CT/ MR/ LS	

	with a focus on PP children	amongst pupil premium eligible pupils. Improving attendance of eligible pupils as a cohort.	shown to have a moderate impact.*				
M	Mindfulness 0.1 HLTA	Improved resilience and wellbeing of pupils, giving pupils their own coping strategies.	Social and emotional learning and behaviour interventions have shown to have a moderate impact.*	£2,794		GJ	
N	Relax Kids	A targeted group of pupils will receive input to reduce the negative impact of anxiety and promote self-esteem and psychological well being.	Social and emotional learning and behaviour interventions have shown to have a moderate impact.*	£1,540		RB	
	Subsidisation of trips including residential	Children to be able to access school trips including Year 6 residential and cultural capital.	Outdoor adventure impact shown to be moderate.	£25000		Class Teacher	

Additional funding supporting provision

Catch up funding- catch up funding will be used to pay for a qualified teacher to carry out support for children with gaps in knowledge across the school

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:

Marie Scott Chair of Governors; Scott Robinson – Vice-Chair of Governors; Mrs R Brunton and Mrs C Thompson – Head Teacher

Committee meeting dates

Autumn: December 2020 **Spring:** **Summer:**

Autumn summary

Spring summary

Summer summary

