

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	Burnham-on-Crouch Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	21%
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	July 2022
Statement authorised by	Kelly Stock, Headteacher
Pupil premium lead	Lianne Steventon-Kiy, SENDCo
Governor / Trustee lead	Joan Costello

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,097.00
Recovery premium funding allocation this academic year	£3,118.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£133,215.00

Part A: Pupil premium strategy plan

Statement of intent

At Burnham-on-Crouch Primary School, we aim to provide an excellent education and have high expectations for all our pupils, regardless of their background or barriers to learning. We are uncompromising in our ambition to improve the outcomes for all pupils but especially for our disadvantaged children.

The pupil premium grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and support readiness for life and learning. Our aim is to ensure the gap between disadvantaged pupils and their peers diminishes, both compared to other children in the school and nationally.

At Burnham-on-Crouch Primary School, we understand that challenging socio-economic circumstances can create additional barriers to success for children; however, we are clear that these challenges can be overcome. Research strongly suggests that the most effective way to improve outcomes for disadvantaged pupils is through excellent classroom teaching. This can be achieved by all teachers with high-quality professional development and the sharing of outstanding practice.

All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, opportunities are provided for them at school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way, all vulnerable children are helped to achieve the best possible outcomes according to their starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning.

Our approach will be responsive to the pupils' needs and we will regularly monitor the progress and standards of all abilities within this group to ensure that rapid progress is made. This also enables us to understand what is working and what needs to be changed, guaranteeing that any differences are quickly recognised and planned for to ensure they are diminished quickly and effectively.

During our most recent Ofsted inspection, inspectors identified that disadvantaged pupils' outcomes have improved and that they often make very strong progress in a range of subjects. In addition to this, disadvantaged pupils' achievement at the end of Key Stage One and Two is typically at least in line with that of other pupils nationally (Ofsted 2019).

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 with pupils indicate underdeveloped oral language skills and lack of exposure to early language development and wide range of vocabulary on entry to school.																																																								
2	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been slightly lower compared to non-disadvantaged pupils. This was identified as a target during our Ofsted inspection in February 2019. At the end of the Summer Term 2020/21, disadvantaged pupils' attendance was 94.13% compared to 96.06% for non-disadvantaged pupils (difference – 1.93%).																																																								
3	Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by COVID-19 and partial school closures. This has resulted in significant gaps in learning leading to pupils falling behind age-related expectations, especially in literacy.																																																								
4	Assessments, observations and discussions with pupils indicate that pupils received less exposure to high quality literacy provision due to the pandemic. During this time, teachers were less able to use AFL strategies to intervene and move pupil's learning on at point of identification.																																																								
5	Internal and external (where available) assessments indicate that the number of disadvantaged pupils in Key Stage Two achieving the expected standard and greater depth is below that of non-disadvantaged pupils. <table border="1" data-bbox="363 1444 1005 1713"> <thead> <tr> <th colspan="2">KS1</th> <th>EXS</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>PP (16)</td> <td>56%</td> <td>13%</td> </tr> <tr> <td></td> <td>Non PP (44)</td> <td>86%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>PP (16)</td> <td>56%</td> <td>0%</td> </tr> <tr> <td></td> <td>Non PP (44)</td> <td>77%</td> <td>12%</td> </tr> <tr> <td>Maths</td> <td>PP (16)</td> <td>63%</td> <td>6%</td> </tr> <tr> <td></td> <td>Non PP (44)</td> <td>84%</td> <td>12%</td> </tr> </tbody> </table> <table border="1" data-bbox="363 1765 1005 2065"> <thead> <tr> <th colspan="2">KS2</th> <th>EXS</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>PP (15)</td> <td>47%</td> <td>27%</td> </tr> <tr> <td></td> <td>Non PP (46)</td> <td>80%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>PP (15)</td> <td>53%</td> <td>20%</td> </tr> <tr> <td></td> <td>Non PP (46)</td> <td>80%</td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>PP (15)</td> <td>60%</td> <td>13%</td> </tr> <tr> <td></td> <td>Non PP (46)</td> <td>83%</td> <td>30%</td> </tr> </tbody> </table>	KS1		EXS	GD	Reading	PP (16)	56%	13%		Non PP (44)	86%	16%	Writing	PP (16)	56%	0%		Non PP (44)	77%	12%	Maths	PP (16)	63%	6%		Non PP (44)	84%	12%	KS2		EXS	GD	Reading	PP (15)	47%	27%		Non PP (46)	80%	39%	Writing	PP (15)	53%	20%		Non PP (46)	80%	24%	Maths	PP (15)	60%	13%		Non PP (46)	83%	30%
KS1		EXS	GD																																																						
Reading	PP (16)	56%	13%																																																						
	Non PP (44)	86%	16%																																																						
Writing	PP (16)	56%	0%																																																						
	Non PP (44)	77%	12%																																																						
Maths	PP (16)	63%	6%																																																						
	Non PP (44)	84%	12%																																																						
KS2		EXS	GD																																																						
Reading	PP (15)	47%	27%																																																						
	Non PP (46)	80%	39%																																																						
Writing	PP (15)	53%	20%																																																						
	Non PP (46)	80%	24%																																																						
Maths	PP (15)	60%	13%																																																						
	Non PP (46)	83%	30%																																																						

6	Our observations and wellbeing trackers have identified that the majority of pupils feel emotionally resilient and aware. However, previous experience has taught us the importance of being proactive rather than reactive when it comes to supporting pupils' mental health and wellbeing. In addition to this, observations and discussions with pupils and parents have identified those in need of additional support.
7	Observations and discussions with pupils suggest those disadvantaged pupils who are below age-related expectations for reading are less likely to read at home and have greater difficulties with phonics than their peers.

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 attendance of disadvantaged pupils	The overall absence rate for disadvantaged pupils will be as high as for all other groups of pupils in the school.
Accelerated progress of disadvantaged pupils in Reading, Writing and Mathematics in Key Stage Two	The attainment gap will close between disadvantaged pupils and non-disadvantaged pupils achieving the expected standard and greater depth.
Improved attainment among disadvantaged pupils in EYFS	The gap between disadvantaged pupils and non-disadvantaged pupils achieving GLD will be reduced. 90% of pupils will reach GLD by July 2022.
Improved Reading attainment among disadvantaged pupils in Key Stage One	The attainment gap will close between disadvantaged pupils and non-disadvantaged pupils achieving the expected standard in Key Stage One.
Improved Mathematics attainment among more able disadvantaged pupils in Key Stage One	A higher percentage of disadvantaged pupils will achieve greater depth at the end of Key Stage One.
To help all pupils recover socially and emotionally from the impact of COVID-19	Qualitative data from wellbeing surveys, teacher observations and pupil and parent voice will show that pupils feel happy and safe at school and support is put into place for those who are experiencing difficulties.

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: £70,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Technical comprehension training to model outstanding comprehension lessons so teachers can deliver their own lessons and interventions</p> <p>Teachers to use new reading assessment scheme (NFER) to provide an accurate baseline assessment</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Effective diagnosis of reading difficulties was also found to be important in identifying possible solutions.</p>	<p>3,4,5</p>
<p>Embedding the new EYFS framework with particular focus on:</p> <ul style="list-style-type: none"> - Helicopter stories and opportunities for story retelling to build language skills - Number Sense to support children's understanding of number <p>The Communication Cookbook intervention from I CAN will be used to</p>	<p>Oral language interventions can have a high impact on pupil outcomes. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>further support early vocabulary, listening and attention, building sentences, telling stories and having conversations. Curiosity cubes will be used as part of the provision to further support rich language.</p>		
<p>Outstanding teaching and use of additional members of staff within the school to provide specific interventions and support for disadvantaged pupils, including:</p> <ul style="list-style-type: none"> - Use of a part-time teacher in EYFS and Year 1 - More Able Lead to run intervention tasks specifically designed to challenge disadvantaged more able pupils 	<p>Evidence shows that small group tuition is effective: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3,5</p>
<p>Work with Phonics Lead to ensure there is a whole school approach to the teaching of Phonics using the RWI Phonics Scheme, including:</p> <ul style="list-style-type: none"> - Investing in RWI books for Year 2 pupils so that they are taking home books 	<p>There is very extensive evidence to suggest that Phonics has a positive impact and is an important component in the development of early reading skills: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>

<p>matched to their Phonics ability</p> <ul style="list-style-type: none"> - Lower ability Year 3 and Year 4 pupils will also have access to these books and intervention schemes - Changing the time of Phonics lessons in school to just before break time to ensure that lateness of pupils does not impact on Phonics teaching 		
--	--	--

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

Budgeted cost: £30,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific focus on daily reading (with the support of story props), encouraging wider reading and providing catch-up in reading through intervention groups	Oral language interventions can have a high impact on pupil outcomes. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3,4,5
Targeted tuition for pupils whose attainment, progress and learning has been most affected by COVID-19	Tuition is effective at improving pupil outcomes. In addition to this, one to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas: One to one tuition EEF (educationendowmentfoundation.org.uk)	3,5

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
--	--	--

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

Budgeted cost: £29,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of financial support to allow eligible disadvantaged pupils' access to Breakfast and After School Clubs.	Access to After School Clubs has been found to have a range of positive benefits on disadvantaged pupils, including fostering self-esteem and confidence, and supporting the academic curriculum: The value of after school clubs for disadvantaged children (ncl.ac.uk)	6
Provide additional support to identified families with strategies for parenting, behaviour management, and social and emotional support as well as signposting them to other support networks	Parental engagement can have a positive impact on pupil's progress: Parental Engagement EEF (educationendowmentfoundation.org.uk)	6
Child and Family Support Worker to provide targeted emotional regulation support to pupils experiencing difficulties	Social and emotional learning can have a positive impact on academic outcomes as well as attitudes to learning and social relationships in school: Social and Emotional Learning EEF (educationendowmentfoundation.org.uk)	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve: <ul style="list-style-type: none"> - Regular monitoring and attendance 	This guidance has been informed by engagement with schools who have significantly reduced their persistent absence levels.	2

meetings to discuss pupils with low attendance - Regular communication with parents (including meetings when attendance drops below 90%) to discuss attendance and offer support as needed		
Contingency fund for acute issues	Based on previous experiences, we have set aside a small amount of funding to allow us to respond quickly to any new challenges that may present throughout the academic year.	All

Total budgeted cost: £130,097

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 suggested disadvantaged pupils' attainment for Reading, Writing and Mathematics is still lower compared to non-disadvantaged pupils for Key Stage One and Key Stage Two.

KS1		EXS	GD
Reading	PP (16)	56%	13%
	Non PP (44)	86%	16%
Writing	PP (16)	56%	0%
	Non PP (44)	77%	12%
Maths	PP (16)	63%	6%
	Non PP (44)	84%	12%

KS2		EXS	GD
Reading	PP (15)	47%	27%
	Non PP (46)	80%	39%
Writing	PP (15)	53%	20%
	Non PP (46)	80%	24%
Maths	PP (15)	60%	13%
	Non PP (46)	83%	30%

This primarily seems to be due to COVID-19 and the partial school closures as pupils were unable to access face-to-face teaching which has led to gaps in their learning. This follows the national trend which suggests that "Disadvantaged pupils (represented in this analysis by those eligible for free school meals) have been worse affected than their peers by time out of the classroom – falling 0.5-1 month further behind than other pupils." ([Evidence Summary: COVID-19 - Children, Young People and Education Settings, July 2021](#))

Lesson observations and book looks identified that further support is still needed to ensure that comprehension lessons are being effectively taught. Key Stage Two have used a new comprehension scheme that was started in the Autumn Term 2021 and they have separate comprehension books to prioritise teaching. In addition to this, skill lists are placed in each comprehension book for easier tracking of the teaching of key skills. However, due to COVID-19, this scheme has not yet been consistently embedded across the school.

In the last 5 years, disadvantaged pupil's attendance has been slightly lower compared to non-disadvantaged pupils but with a very small gap between the two.

February 2020 – Year on from Ofsted Target

81 pupils (PP) – Out of 81 pupils, **15** pupil's attendance had fallen below 90%:

- 2 due to medical reasons
- 5 due to unauthorised holidays
- 8 due to not attending/lateness

Having 15 pupils with attendance lower than 90% had an impact on the whole school attendance figure.

	<u>DAP</u>	<u>Non DAP</u>	<u>Difference</u>
December 2019	94.25%	96.76%	2.51%
January 2020	94.36%	96.72%	2.36%
February 2020	94.40%	96.63%	2.23%

Summer Term 2020/21 - Attendance Data

89 pupils in the school are DAP – 334 are Non-DAP

This is a ratio of 1:5. Meaning for every DAP that is absent, 5 Non-DAP pupils would have to be absent for % to be even.

Comparing with previous years:

- Reports ran every term for the past three years (9 terms available).
- The gap between DAP and Non-DAP was less than 2% 6 out of 9 times.

School vs National:

- Nationally, as of 17 June, attendance in state-funded primary schools was 93.0%.
- Attendance of pupils eligible for FSM is typically lower than for other pupils [5].
- [Recently published data](#) shows that the number of pupils eligible for free schools meals has increased from 1.44 million in January 2020 to 1.74 million in January 2021.
- Approximately 91% of all pupils eligible for FSM on roll in state-funded primary schools were in attendance on 17 June.

At the end of the Summer Term 2020/21, disadvantaged pupil's attendance was 94.13% compared to 96.06% for non-disadvantaged pupils (difference – 1.93%). All of the school figures were above national statistics and all groups' attendance had steadily increased throughout the year. We will continue to try and reduce the gap further over the next academic year.

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

Programme	Provider