

Pupil premium strategy statement – Burnham-on-Crouch Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Alex Russ, Acting Headteacher
Pupil premium lead	Alex Russ Acting Headteacher
Governor / Trustee lead	Melissa Baker – Quality of Education Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this budget year	£157,455
Recovery premium funding allocation this budget year	£14,645
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£14,637 Recovery Premium £1,117 Pupil premium
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£187,854

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. All of our children experience an enrichment opportunity in every 2-weekly cycle of foundation subjects. Additional enrichment days and activities take place throughout the year, for example a visit to the theatre to watch a pantomime; a planetarium workshop; STEM days and various sporting events.

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. These are evident from Reception through to KS2, and is particularly prevalent among the 2023-24 cohort in EYFS and our current Year 1 pupils.																									
2	<p>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.</p> <p>At the end of the Summer Term 2022/23, disadvantaged pupils' attendance was 91.8% compared to 94.7% for non-disadvantaged pupils (difference – 2.9%).</p>																									
3	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils continues to be impacted by COVID-19. These findings are supported by national studies.</p> <p>This has resulted in significant gaps in learning leading to pupils falling behind age-related expectations, especially in literacy.</p>																									
4	<p>Internal and external assessments indicate that the number of disadvantaged pupils achieving the expected standard and greater depth is below that of non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>KS1</th> <th></th> <th>EXS</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>PP (18)</td> <td>67%</td> <td>11%</td> </tr> <tr> <td>Non PP (42)</td> <td>81%</td> <td>26%</td> </tr> <tr> <td rowspan="2">Writing</td> <td>PP (18)</td> <td>67%</td> <td>6%</td> </tr> <tr> <td>Non PP (42)</td> <td>81%</td> <td>24%</td> </tr> <tr> <td rowspan="2">Maths</td> <td>PP (18)</td> <td>78%</td> <td>11%</td> </tr> <tr> <td>Non PP (42)</td> <td>86%</td> <td>31%</td> </tr> </tbody> </table>	KS1		EXS	GD	Reading	PP (18)	67%	11%	Non PP (42)	81%	26%	Writing	PP (18)	67%	6%	Non PP (42)	81%	24%	Maths	PP (18)	78%	11%	Non PP (42)	86%	31%
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	<u>KS2</u>	Reading		Writing		Maths		Grammar	
		EXS	GD	EXS	GD	EXS	GD	EXS	GD
	PP (12)	50%	17%	50%	17%	75%	17%	67%	42%
	Non-PP(49)	92%	51%	92%	35%	94%	59%	94%	71%
5	Our observations and wellbeing questionnaire 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.								
6	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. This negatively impacts their development as readers.								
7	Discussions with parents have indicated that a number of families are suffering financial hardship due to the national cost of living crisis.								
8	<p>Data from wellbeing surveys, teacher observations, pupil voice and discussions with parents suggest that the cultural capital of many of our disadvantaged pupils is significantly less than their peers.</p> <p>The French sociologist, Pierre Bourdieu (1973). observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.</p>								

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	<p>A higher percentage of disadvantaged pupils will achieve the expected standard and greater depth at the end of Key Stage Two.</p> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils achieving the expected standard will be significantly reduced.</p>
Improved attainment among disadvantaged pupils in EYFS	<p>The gap between disadvantaged pupils and non-disadvantaged pupils achieving GLD will be reduced.</p> <p>80% of pupils will achieve GLD in July 2024.</p>
Improved Reading attainment among disadvantaged pupils in Key Stage One	The attainment gap between disadvantaged pupils and non-disadvantaged pupils achieving the expected standard in Key Stage One will be significantly reduced.
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.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Children will acquire a wide vocabulary in order to communicate effectively; including a secure knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
Increased enrichment opportunities	Qualitative data from wellbeing surveys, teacher observations, pupil voice and discussions with parents will show that pupils are able to access a wider range of enrichment opportunities.

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: £150,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outstanding teaching and use of additional members of staff within the school to provide specific interventions and support for disadvantaged pupils:</p> <ul style="list-style-type: none"> - Use of EYFS and KS1 Lead - More Able Lead to run intervention tasks specifically designed to challenge disadvantaged more able pupils - Additional 4 LSAs employed to with our SEND and disadvantaged children in EYFS. - Employing the SENCO to work an additional 1.5 days 	<p>Evidence shows that small group tuition is effective: Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence shows that For pupils in need of additional support, targeted academic support finely tuned to the needs of individual pupils offers benefits School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p> <p>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)</p>	<p>1,3,4,5, 6,8</p>

<ul style="list-style-type: none"> - Employing a KS2 teacher to work an additional day - Child and Family Support Worker to provide targeted emotional regulation support to pupils experiencing difficulties. 		
<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"> - Phonics sessions for KS2 pupils who still require the scheme - Fresh Start resources to be purchased for pupils in years 5 and 6 - Training for KS2 staff to lead sessions and 1:1 Fast Track tutoring 	<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>3,4,6</p>
<p>Developing our curriculum to ensure that a wide range of opportunities to develop cultural capital and provide enriching experiences are embedded. This has</p>	<p>Research shows that developing cultural capital improves attainment in all areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,6,8</p>

included trips out, visitors into school, a range of workshops and work within the community and a STEM Enrichment Programme.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support interaction, communication and language skills, as well as retention and processing skills, including:</p> <ul style="list-style-type: none"> - Talk Boost - Musical communication in EYFS - Speech and Language Garden resources <p>Individual speech and language support plans for pupils in EYFS requiring additional support</p> <p>Access to a speech and language therapist to ensure bespoke programmes are in place for certain pupils.</p>	<p>Oral language interventions can have a high impact on pupil outcomes.</p> <p>We have appointed a Speech & Language Intervention HLTA</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

Training a member of staff to carry out speech and language bespoke programmes and assessments.		
Additional 1:1 phonics tutoring and Fresh Start programme for pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	3,4,6

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

Budgeted cost: £17,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of financial support to allow eligible disadvantaged pupils' access to Breakfast, After School Clubs, school trips and opportunities to take part in enrichment activities, including access to a specialist music teacher where lessons for our disadvantaged children are paid for	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)	4, 6, 7, 8
Provide additional support to identified families with strategies for parenting, behaviour management, and social and emotional support as well as signposting them to	Parental engagement can have a positive impact on pupil's progress: Parental Engagement EEF (educationendowmentfoundation.org.uk)	6,7

other support networks.		
Provision of financial support for enrichment opportunities and confidential help buying school uniform, equipment and health products.	<p>Research suggests extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes:</p> <p>An Unequal Playing Field Report</p> <p>Acute needs being met help to ensure readiness to learn.</p>	7,8
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve:</p> <ul style="list-style-type: none"> - Regular monitoring and attendance 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 	<p>This guidance has been informed by engagement with schools who have significantly reduced their persistent absence levels.</p>	2
Contingency fund for acute issues	<p>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.</p>	All

Total budgeted cost: £187,854

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our external assessments during 2022/23 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 (18)	67%	11%
	Non PP (42)	81%	26%
Writing	PP (18)	67%	6%
	Non PP (42)	81%	24%
Maths	PP (18)	78%	11%
	Non PP (42)	86%	31%

KS2	Reading		Writing		Maths		Grammar	
	EXS	GD	EXS	GD	EXS	GD	EXS	GD
PP (12)	50%	17%	50%	17%	75%	17%	67%	42%
Non-PP(49)	92%	51%	92%	35%	94%	59%	94%	71%

Baseline assessment for EYFS (in Autumn One 2022/23) showed that only 25% of the cohort were on track for all areas of learning. However, by July 2022, 80% of disadvantaged pupils in EYFS achieved GLD; this was higher than our non-pupil premium children (78%).



End of Reception Key Statistics Report
Rec - All Pupils (60 pupils)

23 June 2023

Early Years Foundation Stage Early Learning Goals																				
Pupils	Minimum Steps progress in Reception (all AoLs)		Communication (2 aspects)		Physical (2 aspects)		Personal (3 aspects)		Prime AoLs (7 aspects)		Specific AoLs (10 aspects)		Communication & Literacy (5 aspects)		All AoLs (17 aspects)		% Good Level of Development			
	No.	%	%4+	%5+	%6+	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %		Avg Score		
All Pupils	60	100.0	96.7	90.0	38.3	83.3	3.7	86.7	3.8	88.3	5.7	81.7	13.3	75.0	18.4	78.3	9.1	75.0	31.7	78.3
Males	25	41.7	96.0	92.0	40.0	80.0	3.6	80.0	3.8	80.0	5.5	76.0	12.9	64.0	17.8	68.0	8.9	64.0	30.8	68.0
Females	35	58.3	97.1	88.6	37.1	85.7	3.7	91.4	3.9	94.3	5.9	85.7	13.5	82.9	18.8	85.7	9.3	82.9	32.3	85.7
FSM	10	16.7	90.0	90.0	40.0	80.0	3.6	80.0	3.7	90.0	5.7	80.0	13.0	80.0	18.2	80.0	9.0	80.0	31.2	80.0
Not FSM	50	83.3	98.0	90.0	38.0	84.0	3.7	88.0	3.9	88.0	5.7	82.0	13.3	74.0	18.5	78.0	9.2	74.0	31.8	78.0
Pupil Premium	10	16.7	90.0	90.0	40.0	80.0	3.6	80.0	3.7	90.0	5.7	80.0	13.0	80.0	18.2	80.0	9.0	80.0	31.2	80.0
Not Pupil Premium	50	83.3	98.0	90.0	38.0	84.0	3.7	88.0	3.9	88.0	5.7	82.0	13.3	74.0	18.5	78.0	9.2	74.0	31.8	78.0
SEN Support	6	10.0	66.7	66.7	16.7	33.3	2.7	50.0	3.2	33.3	4.2	33.3	10.0	16.7	13.8	33.3	6.8	16.7	23.8	33.3
Education, health and care plan	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not SEN	54	90.0	100.0	92.6	40.7	88.9	3.8	90.7	3.9	94.4	5.9	87.0	13.6	81.5	18.9	83.3	9.4	81.5	32.5	83.3

	GLD
All Pupils (60)	78.3%
PP (10)	80%
Non PP (50)	78%

Progress Data – 2022/23

Year Group	PP Progress	Reading	Writing	Mathematics
1 (18 pupils)	Expected	94% (17)	100% (18)	100% (18)
	Accelerated	94% (17)	83% (15)	89% (16)
2 (16 pupils)	Expected	69% (11)	56% (9)	69% (11)
	Accelerated	6% (1)	6% (1)	25% (4)
3 (20 pupils)	Expected	90% (18)	90% (18)	95% (19)
	Accelerated	65% (13)	60% (12)	55% (11)
4 (15 pupils)*	Expected	87% (13)	100% (15)	73% (11)
	Accelerated	40% (6)	67% (10)	20% (3)
5 (10 pupils)**	Expected	100% (10)	100% (10)	100% (10)
	Accelerated	70% (7)	80% (8)	70% (7)

*2 pupils excluded from data:

- 1 pupil - new to school (made at least expected progress in R, W, M for half-term)
- 1 pupil - tracking data using Pre-Key Stage assessment

**2 pupils excluded:

- 1 pupil - using Bell Foundation Assessment
- 1 pupil - tracking data using Pre-Key Stage assessment

Average Progress Data 2021-2022

Year Group	Reading	Writing	Mathematics
1 (18 pupils)	8	7	7
2 (16 pupils)	5	5	6
3 (16 pupils)	7	6	7
4 (14 pupils)*	7	7	6
5 (9 pupils)**	8	7	7
6 (6 pupils)	5	5	6

*2 pupils excluded from data:

- 1 pupil - new to school (made at least expected progress in R, W, M for half-term)
- 1 pupil - tracking data using Pre-Key Stage assessment

**2 pupils excluded:

- 1 pupil - using Bell Foundation Assessment
- 1 pupil - tracking data using Pre-Key Stage assessment

The minimum expectation is that pupils make at least +1.0-point progress across all subject areas each half-term. The progress scores for the year show that the majority of disadvantaged pupils made the expected progress (+6.0) for Reading, Writing and Mathematics. The progress scores were particularly positive for all subjects in Year 5, for Writing in Year 1 and 4, and for Mathematics in Year 1 and 3. In addition to this, a significant number of disadvantaged pupils made accelerated progress. However, when compared to the progress of non-disadvantaged pupils, the expected and accelerated progress from starting points is still lower for disadvantaged pupils than non-disadvantaged pupils in all year groups for Reading, Writing and Mathematics.

Year 1

<u>Subject</u>	<u>Pupil Group</u>	<u>Expected & Accelerated progress from starting points</u>
Reading	All Pupils (60)	97%
	Non PP (42)	98%
	PP (18)	94%
Writing	All Pupils (60)	93%
	Non PP (42)	95%
	PP (18)	89%
Maths	All Pupils (60)	97%
	Non PP (42)	97%
	PP (18)	94%

Year 2

<u>Subject</u>	<u>Pupil Group</u>	<u>Expected & Accelerated progress from starting points</u>
Reading	All Pupils (60)	73%
	Non PP (44)	80%
	PP (16)	56%
Writing	All Pupils (60)	77%
	Non PP (44)	86%
	PP (16)	50%
Maths	All Pupils (60)	77%
	Non PP (44)	82%
	PP (16)	63%

Year 3

<u>Subject</u>	<u>Pupil Group</u>	<u>Expected & Accelerated progress from starting points</u>
Reading	All Pupils (60)	90%

	Non PP (40)	97%
	PP (20)	90%
Writing	All Pupils (60)	88%
	Non PP (40)	88%
	PP (20)	90%
Maths	All Pupils (60)	95%
	Non PP (40)	90%
	PP (20)	95%

Year 4

<u>Subject</u>	<u>Pupil Group</u>	<u>Expected & Accelerated progress from starting points</u>
Reading	All Pupils (60)	90%
	Non PP (43)	100%
	PP (17)	82%
Writing	All Pupils (60)	93%
	Non PP (43)	98%
	PP (17)	88%
Maths	All Pupils (60)	95%
	Non PP (43)	93%
	PP (17)	88%

Year 5

<u>Subject</u>	<u>Pupil Group</u>	<u>Expected & Accelerated progress from starting points</u>
Reading	All Pupils (62)	90%
	Non PP (50)	96%
	PP (12)	67%
Writing	All Pupils (62)	84%
	Non PP (50)	88%

	PP (12)	67%
Maths	All Pupils (62)	95%
	Non PP (50)	100%
	PP (12)	75%

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. At the end of the Summer Term 2021/22, disadvantaged pupils' attendance was 91.87% compared to 94.46% for non-disadvantaged pupils (difference – 2.59%). We will continue to try and reduce the gap further over the next academic year.

Our observations and pupil wellbeing questionnaire trackers demonstrated that the majority of pupils continue to feel emotional resilient and aware. The average score for the wellbeing questionnaires for the Summer Term 2021/22 stayed the same or was higher for the majority of year groups when compared to the Autumn Term 2021/22 and Spring Term 2021/22. This suggests that strategies implemented throughout the year have had a positive impact on pupils' wellbeing. We will continue to be proactive when it comes to supporting pupils' mental health and will continue to support those identified as in need.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider