

## 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	Burnside Academy
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Leona Kelly, Headteacher
Pupil premium lead	Jenna Downey, Deputy Headteacher
Governor / Trustee lead	Steve Ruffell and Annette Parr, Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,875
Recovery premium funding allocation this academic year	£10,875
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	£111,750

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Our aim is that through our broad and balanced curriculum, that all pupils, irrespective of their background or challenges they face, is to raise lifelong aspirations and focus on removing barriers to learning and making at least good progress and achieve high across all subject areas.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

At Burnside Academy, many disadvantaged children start school with starting points below non-disadvantaged pupils. National school closures, during the COVID-19 pandemic, have led to concerns that gaps in knowledge could widen for many disadvantaged students, with further impacts on the Social, Emotional and Mental Health (SEMH) of many. This Pupil Premium strategy aims to ensure that any gaps in pupil knowledge are identified and all students are supported, both academically and holistically, to achieve their full potential and to ensure that their aspirations are raised.

Common barriers to learning for disadvantaged children at Burnside Academy are; varying support at home, weak language and communication skills, limited opportunities to experience the wider world, lack of confidence, social and emotional barriers to learning and poor attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

The key principles of our strategy are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make, or exceed, nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
  - We also recognise that not all pupils who are socially disadvantaged are registered, or qualify for, free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include, and would not be inclusive of:

- Ensuring all teaching is good or better so that the quality of teaching for all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Tuition via school led Tutoring Grant
- Additional teaching and learning opportunities provided through trained TA's or external agencies.
- All our work funded by pupil premium money will be aimed at accelerating progress, moving children to at least age-related expectations.
  - Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrow the attainment gap across Reading, Writing and Maths for disadvantaged pupils. Data outcomes showed an attainment gap between PP and NPP for Reading, Writing and Maths.
2	Underdeveloped oral language skills and vocabulary gaps from Nursery through to Year 6, particularly for disadvantaged pupils. Low baseline for CLL as they enter Nursery. Proven impact of NELI intervention adopted by the school in summer 2021 to continue with EYFS and identified Y1 pupils.
3	Gaps in learning exist due to school closures and COVID-19.
4	Low parental engagement in Reading and acquisition of early reading skills. Observations of reading show that fluency is the barrier for the lowest 20% of readers. Improving automaticity through sight vocabulary and swift decoding will improve fluency. This will impact on the child's ability to understand the text that they are reading.
5	Disadvantaged pupils often have less access to cultural experiences, which hinders their understanding of the wider curriculum and contextual learning.
6	Low emotional and social resilience is impacting on the attainment of disadvantaged pupils.  In 2020-2021, 43% of disadvantaged pupils accessed external support through; the school-based counsellor, CAHMS, CYPS, Early Help, LAC, CIN or CP.
7	Attendance and punctuality for some pupils (or has been historically) is a barrier to learning

## 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
To ensure improved Reading, Writing and Maths attainment among disadvantaged pupils.	Achieve national average progress scores in KS2 and narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils meeting the expected standard at all key stages.
Improved oral language skills and vocabulary at its earliest starting points in EYFS.	Improved communication and language skills so disadvantaged pupils achieve and attain comparably of disadvantaged pupils, in achieving ELGs.
That disadvantaged pupils acquire early reading skills to provide the solid foundations upon which to build lifelong readers. Leading to improved ability to access early reading and fluency across KS1 and KS2.	An increase in the number of disadvantaged pupils accessing reading books. Phonics scores at or above national for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils, particularly the disadvantaged pupils therefore improving readiness for learning.	Improved overall wellbeing which will positively impact on readiness for and resilience within learning.
To provide financial support to families to enable disadvantaged pupils to partake in curriculum enhancing visits or experiences.	All children have the opportunity to experience every activity planned to enhance the curriculum, regardless of their family's ability to contribute.
To further improve the attendance of disadvantaged pupils to ensure that they are in-line with the national average year on year.	The attendance of disadvantaged pupils shown to be closer to the national average. Fewer disadvantaged pupils are persistently absent.

## 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: £89,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteacher to work within Year 6 cohort to allow Year 6 to be taught in two smaller groups.</p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 smaller groups would allow teachers to increase the amount of attention each child will receive.</p> <p>High quality teaching and learning underpins all pupil's success and outcomes. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. In summary, the biggest impact we can have on pupils' outcomes, particularly those who are from disadvantaged backgrounds, links directly to the quality of the teaching provision within classrooms.</p> <p>Key sources of research:  <i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils".</i>  <i>Education Endowment Foundation 'Guide to the Pupil Premium' (London: 2019)</i></p>	<p>1, 3, 4, 6</p>
<p>Retention of support staff x2 to supplement teachers enabling disadvantaged pupils to receive high quality teaching.</p>	<p><i>Evidence from 'The Deployment and Impact of Support Staff (DISS) Project,' summarised effective TA deployment, training and use in one clear principle – 'use TAs to supplement what teachers do, not replace them'</i></p>	

<p>2 x Level 3 TA to work on interventions.</p>		
<p>To develop writing outcomes across KS1 and KS2 to support teacher's planning of Writing and provide clear expectations of pitch and progression and securing teacher knowledge of how to teach necessary skills.</p> <p>Whole school CPD, follow-up and bespoke CPD, Release time for English Lead, English Lead to monitor impact of approach, English Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p>	<p>An approach to structured writing was originally trialled in different Year groups across our Trust and showed impact at an accelerated rate.</p> <p>In Burnside, it was trialled by two outstanding members of staff in the Summer Term. This provided incisive feedback on how it could be implemented with the whole school.</p>	<p>1, 2, 3, 4</p>
<p>Implementation of NELI and Helicopter Stories to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Training, coaching and monitoring.</p>	<p>Entry level baseline show that children are entering school with poor communication and language skills.</p> <p>EEF +6</p> <p>Oral language interventions On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>

<p>Daily Phonic sessions</p> <p>RWInc Phonics – training, coaching and monitoring.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Enhancement of maths teaching and curriculum planning.</p> <p>Teacher release time to embed key elements.</p> <p>CLIC Maths – training, coaching and monitoring.</p>	<p>CLIC Maths was trialled in one of our Trust schools with good impact showing increased speed of rapid recall and a narrowing of the gap in key areas of lost learning.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1, 3</p>

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

Budgeted cost: £ 2,767.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one tuition and small group intervention.</p> <p>Tuition via School Led Tutoring Grant:</p>	<p>School summer teacher assessments identified individual disadvantaged pupils off track in all core areas.</p> <p>EEF +5</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>One-to-one tuition and small group approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Evidence indicates that one to one tuition can be effective, providing</p>	<p>1, 2, 3, 4</p>

	approximately five additional months' progress on average.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer appointed to reduce persistent absenteeism.	<p>Pre-pandemic, attendance of disadvantaged pupils was showing improvement with close monitoring.</p> <p>EEF (+3)</p> <p>Targeted support is in place for all pupils whose attendance drops below 97%. A trust-wide Attendance policy quickly identifies students whose attendance dropped below 97% and placed them onto monitoring cycles that aim to quickly reduce missed sessions and provide communication to parents and carers.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance advice</a></p>	7
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Friends trained member of staff to support children who are having difficulty accessing learning through</p>	<p>On return to school after closures, a higher number of children were identified as requiring additional emotional support.</p> <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p> <p>These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	1, 3, 6

emotional issues, using the Friends approach to support their feelings, emotions and wellbeing.	attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Subsidising educational visits, visitors to school, cultural events for pupils.	Through subsidised visits no pupil is disadvantaged and can experience a wider curriculum outside of school with their peers  Subsidise a range of activities and educational visits to enhance the academic curriculum. The curriculum embeds a variety of enriching and informative structures to enhance the current, knowledge and wellbeing of pupils. We also support pupils through subsidising a range of cultural, sporting, motivational experiences that allows children to gain from first hand experiences.	5
Educational Psychologist.	To ensure quality First Teaching all staff make good use of advice and undertake guidance from the Educational Psychologist team.  <a href="https://www.educationendowmentfoundation.org.uk">As above EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6
Enhanced Curriculum resources outside the classroom.	School licences have been used successfully in school in previous years and have had a positive impact in supplementing the curriculum.	1, 2, 3, 4, 5, 6

**Total budgeted cost: £111,750**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Our internal assessments during 202/21 showed that disadvantaged pupils performed lower than non-disadvantaged pupils in Reading, Writing and Maths. Reading remains a focus for next year as currently 54% (37/68) are working below EXP. 59% (22/37) of this group are SEND. Writing is a focus for next year as currently 59% (40/68) are working below EXP. 60% (24/40) of this group are SEND. Maths remains a focus for next year as currently 54% (37/68) are working below EXP. 29% (19/68) of this group are SEND.

Well-being procedures in school continued to impact on children's mental health to ensure they feel emotionally secure and have improved resilience and the ability to persevere. Vulnerable PP pupils accessed professionals to support emotional and mental health. The ongoing national pandemic has significantly impacted upon attendance figures this year. Persistent absence of PP children is quickly identified. In 2020-2021, 18 disadvantaged children had attendance closely monitored as their attendance fell below 90%.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils as for the vast majority of pupils during this time, there was limited face-to-face teaching and targeted interventions taking place to the degree we had intended. We offset some of these challenges during school closures, with the use of online resources and weekly phone calls home.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. We used pupil premium funding to provide wellbeing support for all pupils during this time and are continuing this approach with the targets detailed in this plan.