

Pupil premium strategy statement – Burford Primary School

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	Burford Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	14%
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	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	A Clark
Pupil premium lead	A Clark
Governor / Trustee lead	Ruth Bright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,790 (£4,960 of this service pupil premium)
Recovery premium funding allocation this academic year	£2,030
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	£25,820

Part A: Pupil premium strategy plan

Statement of intent

At Burford Primary School we strive to ensure that all of our children are at the core of our vision of 'Respect, Aspire, Achieve'.

Respect

All children, irrelevant of their background, should have access to a high quality curriculum being delivered by well trained staff.

Aspire

We want our children to have the highest aspirations for themselves and others. We understand the importance of ensuring that all children have access to a wide range of educational and cultural experiences.

Achieve

We want all children to leave Burford Primary School ready for the next step in their educational journey with positive attitudes to learning and the essential key skills and knowledge across the curriculum.

This plan has been written to ensure that any potential barriers can be overcome through whole school change, individual support, and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	<i>Varied needs of pupil premium children, including families receiving additional support and children with Special Educational Needs</i>
2	<i>Access to wider opportunities</i>
3	<i>Ensuring that children are emotionally ready to learn</i>
4	<i>Developing positive learning behaviours through consistent approaches to teaching and developing a love of reading</i>

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
<i>Consistent teaching of Mathematics, writing and reading across the school, including the targeted use of interventions.</i>	Improved outcomes for all children, especially PP children, with progress data being in line, or above, the national average
<i>Children have access to a broad and balanced curriculum with a range of experiences planned both educationally and culturally</i>	Broad and balanced curriculum embedded which ensures that children develop both the knowledge and the skills required through primary education. Monitoring of books and pupil voice will show that children have developed a love of learning.
<i>Children develop a love of reading.</i>	Children will read for pleasure and talk passionately about reading. The number of children passing their phonics screening check and leaving Year 6 at the expected standard will increase, as will the progress which children make.

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: £5,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD to be provided for the teaching of writing through The Power of Reading</i></p> <p><i>£750 for Power of Reading training and £2,200 to provide cover for class teachers for training and to monitor and support teachers across the school</i></p>	<p>EEF effective professional development</p> <p>EEF improving literacy in Key Stage 1</p> <p>EEF improving literacy in Key Stage 2</p>	4
<p><i>Develop the role of the mathematics subject lead attending mastery readiness program and embedding across the school</i></p> <p><i>£1,000 to cover attending of mastery readiness CPD programme</i></p> <p><i>£1,000 to cover release time to monitor and support mathematics teaching across the school</i></p>	<p>EEF effective professional development</p> <p>EEF improving mathematics in the Early Years and Key Stage 1</p> <p>EEF improving mathematics in Key Stages 2 and 3</p> <p>NCETM teaching for mastery</p> <p>EEF mastery learning</p>	4
<p><i>Develop the role of the reading subject lead</i></p> <p><i>£1,000 to cover release time to monitor and support the teaching of reading across the school</i></p>	<p>EEF effective professional development</p> <p>EEF improving literacy in Key Stage 1</p> <p>EEF improving literacy in Key Stage 2</p>	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of Teaching Assistants known to children to deliver immediate one to one and small group interventions based on teachers assessment of learning and to support class teaching with teachers give feedback</i> £7,768	EEF making best use of teaching assistants EEF research on feedback EEF teacher feedback to improve pupil learning	1, 4
<i>Training of any new staff in Read Write Inc., to support phonics interventions.</i> £500 <i>Ensuring we have sufficient trained Teaching Assistants to run phonics interventions</i> £7,767	EEF making best use of teaching assistants EEF phonics Using approved systematic synthetic phonics programme	1,4

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

Budgeted cost: £3,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staff member required to allow class teacher to support parents of our youngest children leaving their child at school in term 1</i> £420 <i>Utilise Boxhall profile to monitor social emotional and behaviour difficulties and to provide suggested interventions</i> £250	Mentally healthy schools – transitions EEF school transition tool EEF improving social and emotional learning in primary school EEF working with parents to support children’s learning	1,3

<i>Continue to develop use of Jigsaw PSHCE</i> £995		
<i>Ensure that all children have access to trips and that cost is not a barrier</i> £500	Pupil premium, using the pupil premium for learning outside of the classroom Council for Learning Outside the Classroom	2, 4
<i>Well-being day planned during anti-bullying week</i> £420	Mentally healthy schools - transitions	1,2,3
<i>Forces club</i> £250 resources £1,000 staff running costs	Service pupil premium: examples of best practice	1,3

Total budgeted cost: £25,820

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, the appointment of the new Headteacher was postponed from September 2020 until January 2021. As the school entered lockdown when the new Headteacher began, remote learning and supporting vulnerable children and children of key workers was prioritised.

Due to no externally validated results being available to support the 2019-2020 pupil premium statement, it is difficult to assess the school's performance against previously set targets.

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
N/A	