

Burton Road Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding, for the academic year 2024-25, 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	Burton Road Primary
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	16.6
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	M Harris
Pupil premium lead	N Moncrieff
Governor lead	P Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,800
Looked After Children	£5,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£63,940
Total budget for this academic year	£1 697 898

Part A: Pupil Premium Strategy Plan: 2024/25

Statement of Intent

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of children enter school with speech and language difficulties which impact on phonics and early reading/writing through EYFS and KS1 and into KS2.
2	Many children enter school with low phonics knowledge and lacking some basic skills, which affects progress through EYFS and KS1.
3	Lack of access to quality early reading opportunities and resources outside of school, leading to very low baselines, under-developed reading skills and limited experiences of age-related literature.
4	Negative impact on standards of Writing, post Covid, requiring further catch-up for some pupils.
5	Socio-economic and other welfare related issues in the home impacts on children's readiness to learn including low attendance.
6	Broaden the range of life experiences and opportunities for our most disadvantaged pupils

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
Children requiring speech and language therapy to be more actively engaged in all parts of lessons and have greater self-confidence, and where relevant make enough progress to close the gap in Reading and Phonics.	Speech and Language impact reports show measureable progress. Teacher observations of SALT children record improved communication skills. Reading and phonics outcomes show good progress for SALT children that enables them to become readers.
Eligible pupils substantially increase their phonics score, with a greater proportion passing the Y1 Phonics test, and the eligible pupils in Y2 who did not pass in Y1 either pass the re-check or show an increase in their scores.	Y1 Phonics at 90%+. Phonics scores for PP pupils go up through the year at least in line with and often faster than, non-PP children. Pass rate at Y1 and Y2 phonics checks for PP children is in line with non-PP pupils. Where this is not the case, scores have improved from baseline data.
Increased access to specific age-related literature and the modelling of reading skills leading to increased aptitude in fluency and inference	Disadvantaged pupils have regular access to a good range of age-related literature. CPD around new teaching techniques (modelling) for Reading have led to increased levels of aptitude around fluency and inference meaning that disadvantaged pupils are more regularly accessing age related literature.

The proportion of eligible pupils reaching EXS and GD in Reading increases, closing the gap with 'other pupils'.	KS1 and KS2 outcomes and internal data show good progress for PP pupils, closing any gaps with non-PP pupils.
The proportion of eligible pupils reaching EXS and GD in Writing increases, closing the gap with 'other pupils'.	KS1 and KS2 outcomes and internal data show good progress for PP pupils, closing any gaps with non-PP pupils.
For the attendance of eligible pupils to improve through the appropriate support and challenge from school.	Data shows the attendance of eligible pupils increases to be more in line with 'other pupils'
Wider opportunities to be provided for disadvantaged pupils to be provided so that they increase their access to different experiences so that they broaden their horizons whilst increasing their confidence, resilience and life skills.	Disadvantaged pupils to have access to and engage in: <ul style="list-style-type: none"> • Inter School Sports Programme (PSP) • Enterprise Opportunities/Challenge • Rock Steady Music, Youth Choir Event • Children's University • School Ambassador Roles • EYFS – 50 Life Experiences

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: £47,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
New leadership structure led to the recruitment of a new Assistant Headteacher with a specialist remit for teaching, learning, curriculum and pupil progress.	Evidence shows that investment in effective leadership and CPD has high impact on staff performance and pupil outcomes	3 & 4
Leadership and CPD for Quality First Teaching by the Assistant Headteacher followed up by monitoring and bespoke support for teachers.	EEF denotes that Quality First Teaching is the single most significant factor that either narrows or widens the gap between disadvantaged pupils and other.	3 & 4
Phonics CPD for teachers and TAs delivering EYFS and KS1 phonics, plus additional books purchased to support phonics scheme and early reading.	Positive impact on the strength of teaching and the progress of children after high-quality, needs-led CPD.	2
Reading CPD for teachers teaching reading post phonics, focusing on how to model both fluency and inference so that the skills are explicitly taught to the children.	Research shows that reading and vocabulary are the key area of cultural capital that truly changes life chances.	3
Writing CPD for teachers so that grammatical technique and sentence construction is successfully modelled across a range	Positive impact on the strength of teaching and the progress of children after high-quality, needs-led CPD. The post covid lag in writing has been due to essential teaching missed which has created gaps in the build	4

	up and incremental progression of writing skills.	
Targeted class support and interventions for off track pupils both during morning sessions and same day interventions	EEF shows that timely and purposeful feedback is one of the most successful strategies in closing the gap.	2, 3 & 4
Investment in the EYFS staffing and curriculum so that children can access a breadth of life experiences by the age of 5.	Pupil Premium Research shows that by the age of 5 the most advantaged pupils in society have accrued a wide vocabulary through a breadth of life experiences and what is referred to as cultural capital.	6

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

Budgeted cost: £8 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers released one half-day per week for 8 weeks to conduct small group and 1:1 interventions and booster groups for target children.	EEF research showing tuition linked to current teaching can boost progress by up to 5 additional months.	2, 3, 4
Retention of TAs per class to target purposeful and timely feedback to pupils.	EEF research highlight timely and purposeful feedback being highly effective, low cost & high impact.	2, 3, 4
Investment in Reading literature, Accelerated Reader and Early Morning Reading Club to promote Reading as 'the key!'	Pupil Premium research shows that reading and vocabulary is the key to closing the disadvantaged gap.	2, 3, 4
Regular sessions with a Speech and Language Therapist, to work with individuals as well as timetabled work with a trained TA. Timetabled sessions for one TA to deliver Speech and Language sessions.	Progress made against NHS and therapist-led targets in previous years shows the progress children receiving SALT make both in speech as well as reading and self-confidence.	1, 2, 3

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

Budgeted cost: £35,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wider curriculum to be delivered so that pupils have access to additional opportunities across enterprise, inter-school sports and music. To include: <ul style="list-style-type: none"> Primary Enterprise Challenge 	American university research has evidenced an intrinsic link between institutions that have high levels of sports' participation and academic performance.	6

<ul style="list-style-type: none"> • PSP Sports Programme • Bruce Dyer's LLUK • Rock Steady Music 		
Allocation of PSA role to Assistant Headteacher, non-contact role, combined with KG Attendance Lead to help further improve engagement with school and increased attendance for families requiring support.	Positive impact on families the PSA has worked with previously, both in terms of attendance as well as attitudes to learning and progress.	5
One afternoon per fortnight of EWO support to work with families with attendance issues.	Positive impact on families the EWO has worked with previously, both in terms of attendance as well as attitudes to learning and progress.	5

Total budgeted cost: £90, 789

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 academic year 2023-24.

Desired outcomes and success criteria	Impact
Significant investment in Reading (literature and Accelerated Reader Programme) identifying as reading as 'the key' to closing the gap. Learning to Read so that pupils can read to learn, which impacts on cultural capital.	KS2 closed the gap between DA pupil and ALL pupils for Reading at the Expected Standard, in KS2, 2024.
Additional TA in Y6 to facilitate Catch Up Quickly Tuition in Reading, Writing and Maths in Year 6.	86% pupils sat EXS KS2 2024 DA Pupils 75% EXS
HLTA support for KS2 Maths to raise attainment in KS2 Maths in Y4, 5 and 6.	See Above
Breakfast Reading Clubs to raise attainment in Reading at Year 6.	KS2 closed the gap between DA pupil and ALL pupils for Reading at the Expected Standard, in KS2, 2024.
After School Catch Up Maths tuition to raise attainment in Maths	86% pupils sat EXS KS2 2024 DA Pupils 75% EXS

Investment in curriculum development and quality first teaching to lead to gains in knowledge for Disadvantaged Pupils	Good curriculum access, QFT and knowledge gains for DA pupils in all subjects OTHER THAN WRITING.
Assistant HT leadership role and additional TA in Early Years to help build capacity for early intervention and phonics.	Y1 Phonics in line with national standards!
Interventions and specific targeted feedback for DA pupils to help close the gap as they progress through school.	KS2 DA Pupils achieved highly in Reading and Maths but not in Writing.
For the school to provide the enrichment and life skill opportunities where financial restrictions or other barriers, such as social exclusion, lack of confidence, restrict access.	<ul style="list-style-type: none"> • Subsidy for France Residential trip making it accessible for Y6 pupils. Assistance with passports • Enterprise... Primary School Enterprise Challenge • Extensive School Sports Programme that targets participation from all pupils