

PUPIL PREMIUM 2022-23

1. SUMMARY OF THE MAIN BARRIERS TO EDUCATIONAL ACHIEVEMENT

Burton Road Primary School firmly believes that early literacy skills and holistic development are essential for all young children to flourish. Where Disadvantaged Pupils struggle against their peers, or to meet National Expectations, it is a lack of these within their lives, or opportunities to develop these that creates subsequent barriers, through the gaps created in their learning and development.

As a result, the school aims to provide the support and enrichment necessary to help boost these skills. We have prioritised early intervention and getting the curriculum offer right, from the EYFS onwards. Therefore, we have invested significantly in a highly effective phonics programme that is: well-staffed, resourced and expertly delivered by a well-trained and highly effective workforce. Early success with literacy skills, ensures that the children are literacy ready and enables them to achieve what is expected, as they progress through school and access the wider curriculum. This has been integral to the recent and continuing success of the school. Firm foundations have led to high achievement further down the line, which has included the attainment of Disadvantaged Pupils.

Lack of opportunities and the low self-esteem of Disadvantaged Pupils, is also a barrier. This means that the school does invest a proportion of PP Funding towards additional events. This has included targeted participation in a wide range of clubs and activities. In terms of developing the right attitudes and dispositions, to be successful for life, we also believe that young people need adult role models to help provide the inspiration for this.

Other barriers to achievement are: the increased demands of the new curriculum, ensuring that children are motivated for success and also supported with any gaps in their learning. This means that the school has invested in delivering a dynamic curriculum alongside an engaging learning experience. We have also put in place systems that provide the additional: feedback, guidance and support that children require and that may not be forthcoming at home. Examples of this are the Breakfast, Reading and Booster clubs. We do strongly believe though, that a highly effective and inspirational teacher makes the biggest difference of all, in closing the academic gap, and ensuring that pupils leave us for the next phase of education as successful and motivated learners with increased life chances. Teaching and learning is always at the heart of this.

2. ALLOCATION OF PUPIL PREMIUM

Targeted and Focused Support to reduce the Attainment Gap

- Additional Class Teacher to help provide a specialist SEND support in Y6, therefore Y6 teachers and TAs can focus on academic attainment with Disadvantaged Pupils
- HLTA for Y5 Maths
- Catch Up Quickly Shortfall for Additional Y6 Interventions Teacher
- Inclusion of FSM pupils in intervention programmes right through school, strategic use of LSA support (pm) across each phase to support where PP pupils off track... improved use of skills analysis and feedback to be targeted in KS2
- Breakfast & Reading Clubs targeting specific pupils (before school)
- Investment in the Accelerated Reader Scheme to help provide more data analysis of pupils actual reading skills and target bespoke support as a result of Gap Analysis

Enrichment and Life Skills Opportunities

- Subsidy for France Residential trip making it accessible for Y6 pupils
- Enterprise... Primary School Enterprise Challenge
- Extensive School Sports Programme that targets participation from all pupils

3. COSTINGS 2022/23

Pupil Premium Income 22/23-	Allocated	£94,125
• Additional Teacher in staffing structure -		£42,131
• 50% HLTA Salary (Mornings) –		£10,634
• Catch Up Quickly Shortfall		£11,314
• LSA Support Salary		£18,517
• Breakfast Club -		£2,896
• Reading Club -		£4,020
• Accelerated Reader		£3,242
• Enterprise		£1,800
Pupil Premium Expenditure 22/23 -		£94,554

4. Rationale

The rationale regarding this allocation is to support the school in tackling the barriers outlined above. This means that it meets the following objectives:

- Early intervention and Early Literacy skills - TA salaries & additional TAs. This supports the highly effective phonics programme and additional phonics support for those that require it. Additional TAs also support the effective and optimal running of the EYFS and the holistic development of pupils at a crucial age.
- Quality First Teaching – Outstanding Teachers to be strategically deployed in key classes with small ratios... Reception and Year 6.
- Enrichment – School Library, Reading Club, Enterprise, Sports
- Academic Progress – TAs to support teachers in delivering consistently high quality learning experiences, HLTA, Booster Sessions, Maths – Same Day Intervention, Reading Club. To develop high quality feedback & intervention as part of this.

5. Expected Impact

- Impact is measured by progress from starting points. DA Pupils are expected to make better than expected progress and reach the national average should they enter the phase 'below' expected. The school also reviews the school's percentile rank for the progress of DA pupils compared to the national average.
- The school compares the attainment of DA pupils to other pupils nationally and considers that if they perform at the level of all other pupils then they have closed the gap over time.
- The PP champion tracks the inclusion of DA pupils in enrichment and sporting events.
- Each phase of education has a provision map to ensure that DA pupils are monitored for gaps in progress/learning and subsequently access additional feedback and support.
- Where pupils do not make anticipated progress it may be a factor beyond deprivation that has contributed to this. In these cases each child will have a different set of achievable outcomes.