# Bursar Primary Academy

## Pupil Premium Strategy Statement

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| Date of publication: | October 2021 |
| Date to be reviewed: | October 2022 |
| Statement authorised by: | Mrs Jo Wiseman (HT) |
| Pupil premium lead: | Mrs Kate Morgan (DHT) |
| Governor lead: | Louise Hayes (Chair) |

| Summary of Academy Pupil Premium 2021-2022 | | | |
|---|---|---|---|
| Amount received | £92,805 | | |
| (Recovery premium funding; amount received) | £10,440 | | |
| PPF carried forward | £12,000 (as per PP impact report 20-21) | | |
| Total budget for this academic year | £115,245 | | |
| | | | |
| Total number of pupils receiving allocation at September 2021 | 33%<br>83/251 (including 17 ex. Year 6 pupils, now Year 7)<br>(PP + EVER6) | | |
| Year Group | Number of children entitled to PP funding | Number of pupils in year group | Percentage of year group entitled to PP funding |
| EY2 | 7 | 44 | 16% |
| Year 1 | 4 | 33 | 12% |
| Year 2 | 9 | 48 | 19% |
| Year 3` | 12 | 37 | 32% |
| Year 4 | 7 | 28 | 25% |
| Year 5 | 14 | 31 | 45% |
| Year 6 | 13 | 30 | 43% |
| Total pupils on roll September 2021 | 274 (including 23 EY1 pupils) | | |
| Total LAC pupils | 3@ £2,345 = £7,035 | | |
| Total Post-LAC pupils | 3@ £2,354 = £7,035 | | |
| Total Service Children | 4@ £310 = £1,240 | | |

NB: Totals of PP pupils on roll are subject to in year changes and therefore will not be an exact match with funding received in school.

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Bursar Primary Academy, our aim is to inspire, engage and enthuse all of our children; encouraging them to foster a love of learning through a broad and balanced curriculum. Rich and diverse literature, along with stimulating and exciting history-led topics drive our children's learning journeys. Our learning opportunities, support and guidance allow our children to adopt our core 'Bursar Values' and to flourish in all aspects of their school life.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | A narrowed appreciation of a breadth of literature; a narrowed understanding of a breadth of worldly topics and concepts; low early reading and reading comprehension starting points |
| 2 | In maths, a limited ability to apply concrete/pictorial concepts to the abstract in order to reason and problem solve in a mathematical and real life environment |
| 3 | Lack of opportunities to develop learning and understanding of the outside world |
| 4 | Lack of local/cultural understanding to apply to further areas of learning |
| 5 | Lack of sustained learning outside of school |
| 6 | A high proportion of pupils not yet working at ARE |
| 7 | Educational/pastoral/behavioural issues (SEMH) which impact upon learning |
| 8 | Limited musical awareness/knowledge |
| 9 | Poor attendance |

## 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 increase the rate of progress to enable learners to reach ARE by the end of the academic year (Reading, Writing, Maths, Foundation Subjects) and GLD in EYFS | - To use NTS tests to support assessment, analysis, target setting and interventions<br>- To use a clear assessment platform- ScholarPack<br>- To identify % of pupils working at ARE termly as per the Summative Assessment cycle<br>- To enthuse and motivate pupils to love reading: diverse books, application of Reading Inference training, teacher modelling, vocabulary explorations, Bug Club Phonics scheme |

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| | - To implement and become fully immersive in maths using Maths No Problem scheme<br>- To provide daily arithmetic simmering opportunities to support retention<br>- To impact positively on pupils' level of understanding, reading appreciation and early reading skills. |
| To allow pupils to evidence their understanding and acquired vocabulary through written, knowledge based opportunities | - To evidence written application in Humanities and STEM books<br>- To use Year Group Writing Expectation tick sheets to support on-going assessments and target setting<br>- To have vocabulary boards in all classrooms as a constant reference/ simmering opportunity<br>- To implement a vocabulary sharing system across the academy |
| To increase confidence and positive learning behaviours, identify barriers to learning and address appropriately | - For two Teaching Assistants to be ELSA trained: KS1 pastoral support/KS2 pastoral support |
| To enhance the curriculum with real life learning opportunities | - Curriculum enrichment: To display and use as teaching tools- Historical, geographical and literary murals<br>- To plan and organise visits/trips/visitors<br>- To plan and organise Year 5/6 residential |
| To further enhance outdoor provision | - To develop additional adult support in Early Years to enable outdoor learning opportunities (Quad)<br>- To develop an outdoor 'Forest School' area |
| To improve school attendance to 96% and reduce the incidences of persistent late arrivals | - To track and monitor absentees/late arrivals<br>- To make telephone calls to parents- calls to be logged and tracked for patterns<br>- Support from Attendance Officer<br>- Rewards/incentives<br>- Penalty notices |

## 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**

**Budgeted cost: £30,000**

| Activity | Evidence that supports this approach (including EEF Teaching & Learning Toolkit; 1 = low cost/amount of evidence, 5 = high cost/amount of evidence) | Challenge number (s) addressed |
|---|---|---|
| To use immersive literature to promote reading understanding and vocabulary | • Increased % of pupils working at ARE in reading and writing<br>• Vocabulary applied and evidenced in written work<br>• Training to support initiatives- Reading Inference | 1, 6 |

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| | Training/ Chris Quigley Writing at Greater Depth<br>• Reading Comprehension Strategies: Cost (1), Evidence (4), Impact +6 Very high impact for very low cost based on extensive evidence | |
| To become fully immersive with the Bug Club Phonics scheme | • Higher % of pupils passing the phonics screening test in Year 1<br>• Phonics: Cost (1), Evidence (5), Impact +5 High impact for very low cost based on very extensive evidence | 1, 6 |
| To fully implement the Maths No Problem scheme, including successful 'toggling' across mixed aged classes | • Increased % of pupils working at ARE in maths<br>• Increased confidence in solving reasoning problems- evidenced in MNP workbooks and Maths Journals<br>• Learning observations<br>• Book scrutiny<br>• Mastery learning: Cost (1), Evidence (2), Impact +5 High impact for very low cost based on limited evidence | 2, 6 |
| To use the Dolly Parton reading books in EY | • Fostering enthusiasm and a love of reading between children and their families<br>• An increased level of understanding, reading appreciation and early reading skills- increased rate of progress and GLD as per teacher assessments<br>• Reading Comprehension Strategies: Cost (1), Evidence (4), Impact +6 Very high impact for very low cost based on extensive evidence | 1 |
| Curriculum enhancement | • Improved understanding of local, UK and the world- evidence applied through learning opportunities in STEM and Humanities books<br>• Evidence applied through writing opportunities<br>• Increased % of ARE in writing/ foundation subjects<br>• Collaborative Learning Opportunities: Cost (1), Evidence (2), Impact +5 High impact for very low cost based on limited research<br>• Feedback: Cost (1), Evidence (4), Impact +6 Very high impact for very low cost based on extensive evidence | 1, 4 |
| Enhancing outdoor provision | • Use of the Quad to support learning opportunities- evidence through learning observations, pupil voice<br>• Development of 'Forest School' area to broaden understanding of the outside world- evidence through learning observations, pupil voice, book scrutiny<br>• Outdoor Adventure Learning: Cost (3), Evidence (0), Impact / Unclear impact for moderate cost based on insufficient evidence<br>NB: BPA to monitor impact of enhancing outdoor provision through Early Learning Goals/ NC | 3 |

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| | objectives | |
| In-house training/ up-skilling | • Staff being qualified paediatric first aid trained<br>• Curriculum development to support AIP/ personal development | 1,2 |

**Targeted academic support**

**Budgeted cost: £70,000**

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|---|---|---|
| Revision packs/ booster clubs for support Year 6 pupils in achieving ARE+ at the end of Key Stage 2 | • % of pupils achieving ARE at the end of Key Stage 2<br>• Progress marker<br>• Homework: Cost (1), Evidence (1), Impact +5 High impact for very low cost based on very limited evidence | 1, 2, 5, 6 |
| Small group (1:3) tutoring to support Year 6 pupils to achieve ARE | • % of pupils achieving ARE at the end of Key Stage 2<br>• Progress marker<br>• Small group tutoring: Cost (2), Evidence (3), Impact +4 Moderate impact for low cost based on moderate evidence | 1, 2, 5, 6, 7 |
| TA support for targeted support | • Improved confidence/ SEMH<br>• % of pupils achieving ARE at the end of Key Stage 1/ Key Stage 2<br>• Teaching Assistant Interventions: Cost (3), Evidence (3), Impact +4 Moderate impact for moderate cost based on moderate evidence | 1, 2, 5, 6, 7 |

**Wider strategies**

**Budgeted cost: £18,500**

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|---|---|---|
| Music lessons | • Children enjoying participating in weekly music lessons, e.g. Ukuleles<br>• Arts participation: Cost (1), Evidence (3), Impact +3 Moderate impact for very low cost based on moderate evidence | 8 |
| Attendance incentives | • Increased attendance %<br>• Fewer children arriving late<br>• Fewer persistent late arrivals/absentees | 9 |
| Imbed ELSA support | • Increased confidence and positive learning behaviours through daily conversations and interactions<br>• Learning observations | 7 |

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|---|---|---|
| | • Pupil voice<br>• Teaching Assistant Interventions: Cost (3), Evidence (3), Impact +4 Moderate impact for moderate cost based on moderate evidence | |
| Admin support | • Clear organisation/ record keeping/ monitoring and analysis | / |

**Total budgeted cost: £118,500**

# 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.

No published data for 2020 – 2021.

Internal BPA assessment and monitoring allowed progress to be measured and analysed using teacher assessments and formal assessments, as per the 2020- 2021 Summative Assessment cycle.

## Externally provided programmes

| Programme | Provider |
|---|---|
| / | / |

## Further information

The total budgeted figure exceeds our Pupil Premium income but this reflects the fact that non-Pupil Premium pupils also benefit from some of the above. The above does not represent an exhaustive list of provisions made which benefit PP pupils but is a reflection of the nature of our financial expenditure to ensure that all pupils thrive during their time in our school.