

Bursar Primary Academy



Pupil Premium Strategy Statement

Date of publication:	September 2023
Date to be reviewed:	September 2024
Statement authorised by:	Mrs Kate Morgan (HT)
Pupil Premium Lead:	Mrs Charlotte Brown
Governor Lead:	Siobahn Sylvester (Chair)



Summary of Academy			
Pupil Premium 2023-2024			
Amount received	£75,660		
(Recovery premium funding; amount received)	£9,533		
PPF carried forward	£0		
Total budget for this academic year	£85,193		
Total number of pupils receiving allocation at September 2023	23% 62/273 (EY2 – Y6) (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	1	33	3%
Year 1	14	45	31%
Year 2	8	43	19%
Year 3`	8	40	20%
Year 4	7	45	16%
Year 5	15	38	39%
Year 6	9	29	31%
Total pupils on roll September 2023	287 (including 14 EY1 pupils)		
Pupil Premium Plus	Total CLA pupils	5@ £3,600 = £18,000	
	Total Post-CLA pupils	7@ £2,530 = £17,710	
Total Service Children		2@ £335 = £670	

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 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.

Our mission is to close the attainment gap between disadvantaged pupils and others – within the school and nationally. We want to ensure that all pupils are given the same opportunities and experiences. We recognise that the causes of disadvantage are compound and complex. However, with carefully considered research underpinning the provision and strategies available in school, we aspire to make a profound difference.

Within our school community, we avoid making generalisations and believe that all pupils should be given equal opportunities. We have a plethora of information and data at a pupil level and use this to support us in understanding the needs and challenges of our disadvantaged pupils. Our aspiration is to allow all pupils to reach their very best potential, regardless of barriers to learning and background.

Evidence to support our approaches is detailed below in the 'Activities for this academic year' section and references the EEF Teaching & Learning Toolkit. These approaches are also underpinned by the principles identified in the Education Endowment Foundation – Using your Pupil Premium Funding effectively.

1. We ensure that staff know who our disadvantaged pupils are and what their levels of attainment are – a diagnostic assessment.
2. We use evidence to support our decision making process.
3. We implement our strategy with carefully planned and executed activities.
4. We monitor and evaluate our strategy using succinct pupil tracking and analysis thus measuring the impact and making an necessary changes.

Challenges

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

Challenge number	Detail of challenge
1	<u>EYFS Attainment</u> Assessments, observations and discussions with pupils indicate that the percentage of disadvantaged pupils achieving GLD is below that of non-disadvantaged pupils.
2	<u>Early Reading Acquisition in EYFS</u> Assessments, observations and discussions with pupils suggest disadvantaged pupils in EYFS generally have greater difficulties with phonics acquisition than their peers.

3	<u>Reading Fluency</u> Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with reading fluency than their peers.
4	<u>Mathematical Application</u> Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties applying number knowledge and skills.
5	<u>SEND/ Pastoral Support</u> Growing percentage of pupils with SEND requires greater curriculum adaptations/ bespoke provision; increased need for bespoke pastoral (well-being/mental health support)
6	<u>Attendance</u> Attendance data indicates that during 22-23, attendance for disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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	On an annual basis, we will aspire to:
To improve outcomes in GLD for disadvantaged pupils	- % of disadvantaged pupils achieving GLD is within 10% of the national average for all pupils nationally	Increase the % of pupils achieving GLD – reach targets Narrow the gap between disadvantaged pupils and all others
To improve outcomes in Year 1 Phonics Screening for disadvantaged pupils	- gap between disadvantaged pupils continues to be above NA and in-school gap remains eradicated	Increase the % of pupils passing the Phonics Screening Test – reach targets
To improve outcomes in mathematics at End of Key Stage 2 for disadvantaged pupils	- in-school gap between disadvantaged pupils and all others closes	Increase the % of disadvantaged pupils achieving EXS/EXS+ End of Key Stage 2
To enhance the curriculum with real life learning opportunities whilst raising aspirations; including promoting high expectations	- Develop the Curriculum Experiences plan – visits/visitors (inspirational people)/workshops/ experience days - Broaden opportunities for new extra-curricular activities - Host Y5/6 bi-annual residential - Half termly behaviour rewards	Inspire our children; supporting knowledge acquisition – knowing more and remembering more forever

To improve school attendance and reduce the incidences of persistent late arrivals/absentees; continue to provide targeted pastoral support	- To improve school attendance to 96+% - To narrow the gap between disadvantaged pupils and all others (attendance/late arrivals)	- Increase % of disadvantaged pupils accessing the attendance award - Reduce % of PA pupils
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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 (inc. CPD, recruitment and retention)

Budgeted cost: £29,970

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 application -Reading+ Intervention £8000 -Class reading books £5000 -Topic books £1000	- Increased % of pupils working at ARE in reading and writing - Vocabulary applied and evidenced in written work - Reading Comprehension Strategies: Cost (1), Evidence (4), Impact +6 Very high impact for very low cost based on extensive evidence	1,2,3,5
To become fully immersive with the Read Write Inc. Phonics scheme -Subscription £800 -RWI storybook training £1100	- Higher % of pupils passing the phonics screening test in Year 1 - Phonics: Cost (1), Evidence (5), Impact +5 High impact for very low cost based on very extensive evidence	1,2,3,5
To fully implement the White Rose Maths scheme as well as NTS tests x3 yearly -Subscription £150 -Workbooks £3000 - NTS £2720	- Increased % of pupils working at ARE in maths - Increased confidence in solving reasoning problems- evidenced in White Rose workbooks and Maths books - Learning observations - Book scrutiny - Pupil Voice - Mastery learning: Cost (1), Evidence (2), Impact +5 High impact for very low cost based on limited evidence	1,4,5
To use the Dolly Parton reading books in EY -Yearly cost £1200	Fostering enthusiasm and a love of reading between children and their families	1,2

	- An increased level of understanding, reading appreciation and early reading skills- increased rate of progress and GLD as per teacher assessments Reading Comprehension Strategies: Cost (1), Evidence (4), Impact +6 Very high impact for very low cost based on extensive evidence	
Curriculum enhancement -Visits/visitors/workshops/curriculum experiences £5,000	- Improved understanding of local, UK and the world - Deepening wider experiences - Increased % of ARE in writing/ foundation subjects Collaborative Learning Opportunities: Cost (1), Evidence (2), Impact +5 High impact for very low cost based on limited research Feedback: Cost (1), Evidence (4), Impact +6 Very high impact for very low cost based on extensive evidence	1,5
In-house training/up-skilling/CPD £2000	Curriculum development to support SIP/ personal development	1,2,3,4,5

Targeted academic support

Budgeted cost: £49,920

Activity	Evidence that supports this approach	Challenge number (s) addressed
Additional support for Year 6 pupils in achieving ARE+ at the end of Key Stage 2 -CGP Revision packs £720 -Booster clubs £1200	% of pupils achieving ARE at the end of Key Stage 2 - Progress marker Homework: Cost (1), Evidence (1), Impact +5 High impact for very low cost based on very limited evidence	3,4,5
Small group (1:4) tutoring to support pupils to achieve EXS £3,000 School-Led tutors £7000	% of pupils achieving ARE at the end of Key Stage 1/ 2 - Progress marker Small group tutoring: Cost (2), Evidence (3), Impact +4 Moderate impact for low cost based on moderate evidence	2,3,4,5
TA support for targeted support £19,000 x 2 = £38,000	- Improved confidence/ SEMH % of pupils achieving ARE at the end of Key Stage 1/ Key Stage 2 Teaching Assistant Interventions: Cost (3),	1,2,3,4,5

	Evidence (3), Impact +4 Moderate impact for moderate cost based on moderate evidence	
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Wider strategies

Budgeted cost: £24,950

Activity	Evidence that supports this approach	Challenge number (s) addressed
Breakfast Club £2500	Children are prepared for the day ahead	6
Music lessons - Ukuleles £3,500 - Charanga £200	- Children enjoying participating in weekly music lessons, e.g. Ukuleles, EYFS music lessons - Arts participation: Cost (1), Evidence (3), Impact +3 Moderate impact for very low cost based on moderate evidence	1
Attendance incentives - Gift vouchers £300 - Rewards £800 - EWS £1,700 - Attendance Officer £5,000	- Increased attendance % - Fewer children arriving late - Fewer persistent late arrivals/absentees	6
Behaviour award (half termly) £2,400	- Continue to promote positive behaviour culture in school – high expectations and values - Behaviour intervention: Cost (2), Evidence (2), Impact +3 Moderate impact for low cost based on limited evidence	5,6
Imbed ELSA support - £350 supervision - £1,000 ELSA resources - ELSA support – 1 day £5,000	- Increased confidence and positive learning behaviours through daily conversations and interactions - Learning observations - Pupil voice - Teaching Assistant Interventions: Cost (3), Evidence (3), Impact +4 Moderate impact for moderate cost based on moderate evidence	5
Admin support £1,000 PP Lead release £1,200	Clear organisation/ record keeping/ monitoring and analysis/ impact	1,2,3,4,5,6

Total budgeted cost: £104,840

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 2022 to 2023 academic year.

Moderated in-school and LA data shows the following:

Early Years Foundation Stage

- 73% of all pupils achieved GLD (NA 67%)
- National attainment gap was -20; Bursar -22 (attainment gap evident - wider than national)

Early reading and phonics/reading

Y1 Phonics screening check

- 79% of all pupils reached the required standard (NA 79%)
- National attainment gap was -16; Bursar -23 (attainment gap evident - wider than national)

Y2 Phonics screening check

- 97% of all pupils reached the required standard (NA 89%)
- National attainment gap was -10; Bursar +9 (attainment gap eradicated)

End of Key Stage 1 - Reading

- 72% of all pupils achieved EXS (NA 68%)
- National attainment gap was -19; Bursar -2 (attainment gap evident but narrower than national)

End of Key Stage 2 - Reading

- 83% of all pupils achieved EXS (NA 73%)
- National attainment gap was -18; Bursar -7 (attainment gap evident but narrower than national)

Attainment and progress in mathematics

End of Key Stage 1 - Maths

- 72% of all pupils achieved EXS (NA 70%)
- National attainment gap was -19; Bursar +11 (attainment gap eradicated)

End of Key Stage 2 - Maths

- 87% of all pupils achieved EXS (NA 73%)
- National attainment gap was -20; Bursar -8 (attainment gap evident but narrower than national)

Year 4 Multiplication Check

- 23% of all pupils achieved 100% (NA 29%)
- National attainment gap was -12; Bursar -33 (attainment gap evident - wider than national)

Attainment and progress in writing

End of Key Stage 1 - Writing

- 67% of all pupils achieved EXS (NA 60%)
- National attainment gap was -21; Bursar +6 (attainment gap eradicated)

End of Key Stage 2 - Writing

- 80% of all pupils achieved EXS (NA 71%)
- National attainment gap was -19; Bursar -6 (attainment gap evident but narrower than national)

Externally provided programmes

Programme	Provider
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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.