



# Pupil premium strategy statement

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	Burghclere Primary
Number of pupils in school (April 2023)	110
Proportion (%) of pupil premium eligible pupils	13 pupils is 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed (figures updated at start of financial year)	July 2024
Statement authorised by	Beulah Letchford
Pupil premium lead	Beulah Letchford
Governor lead	Sheila Trew

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£17,775
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,775

# Part A: Pupil premium strategy plan

## Statement of intent

### *Our school vision*

*At Burghclere Primary school, we provide a happy and nurturing environment where everyone can thrive. We empower individuals to aspire to be the best they can be and to reach their full potential both academically and personally. We develop global citizens of the future, equipped with the skills and values to enter an ever-changing world. At Burghclere Primary school, everybody matters.*

*We will use additional funding provided through Pupil Premium to:*

- Ensure high quality teaching and support for all pupils*
- Ensure good progress is achieved by all pupils*
- Ensure all children are supported in their emotional and physical well-being*
- Ensure every child has access to an enriched curriculum including extra-curricular opportunities*

*To help prioritise and focus our spending the Education Endowment Foundation (EEF) Guide to the Pupil Premium has been used, alongside our own knowledge of what our children need and what has previously worked well in our school to raise attainment and ensure every child is able to reach their potential.*

*All our eligible pupils will have an individual Pupil Premium Plan detailing the spending and support put in place for them.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Despite excellent remote learning during lockdown, some of our pupils found it harder to engage with this, sometimes due to lack of technology, and therefore haven't made the progress expected of them. There are key gaps in their skills and knowledge, particularly in maths and English, which need to be addressed.</i>
2	<i>We know our children very well, and do our utmost to support their individual needs so they can thrive. Some of our children find it challenging to manage their emotions, this may be down to trauma experienced in the past, and the last two years of Covid have shown a rise in the number of children dealing with their own anxieties. Our school Emotional Literacy Support Assistant (ELSA) is able to provide support to these children.</i>

3	<i>Some of our PP children also have Special Educational Needs or Disabilities (SEND). Providing the right support for them so they can access fully the curriculum as well as other aspects of school life is key to enabling them to thrive. Ensuring teaching and support, including interventions, is meeting these children's needs is critical.</i>
4	<i>There are some financial barriers to children engaging in clubs, activities and trips outside of the school curriculum. These enrichment activities are important parts of school life and children enjoy them enormously as it gives them the opportunity to make friends and develop their self-confidence.</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>All pupils have access to high quality teaching and support including interventions</i>	<p>High quality teaching in every classroom through coaching and other Continuous Professional Development (CPD)</p> <p>Effective assessment systems in place to identify gaps and next steps in learning and therefore ensuring all pupils make good or better progress</p> <p>Effective use of interventions through training and support so that all pupils achieve intervention targets</p>
<i>All children make good or better progress across the curriculum from their starting points</i>	<p>Effective tracking of pupil progress through robust assessment systems and pupil progress meetings each term to discuss attainment, with all children demonstrating good or better progress</p>
<i>All children are supported in their emotional and physical well-being</i>	<p>Effective ELSA support enables pupils to feel positive about themselves and their learning. Individual ELSA targets set at the start of programmes of work are met.</p>
<i>All children have access to extra-curricular opportunities</i>	<p>Every child from Y1-Y6 attends at least one club or extra-curricular activity (e.g music lesson) during the year</p> <p>School trips are attended by all pupils.</p>

## Activity in this academic year (2023-24)

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: £12,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Learning Support Assistant (LSA) support in Y5/6 class (£11,000)</i>	<i>The class has a significant number of children with SEND. Additional support will enable the teacher to deliver high quality first teaching and give time for additional interventions to take place.</i>	1, 2,3
<i>National Foundation for Educational Research (NFER) Reading Assessments (£750)</i>	<i>Reading assessments will enable teachers to be clear about children's strengths and areas for development so they can plan and teach to meet all children's needs</i>	1,3
<i>Training of two LSA members of staff to become ELSAs (£600)</i>	<i>Children need to be emotionally regulated to be able to learn.</i>	2

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assisting Berkshire Children (ABC) reading volunteer to provide additional support to three Y3/4 children with reading (£450)</i>	<i>Three identified children not on track to meet Age Related Expectations (ARE) in reading and have reading ages well below chronological ages.</i>	1,3
<i>Nessy intervention (£20 per licence. 20 licences purchased £400)</i>	<i>Reading and spelling programme for children with dyslexia or dyslexic tendencies. A structured programme with recognised results which children can access independently.</i>	1,3
<i>5x 0.5 days additional LSA support in Y1/2</i>	<i>Early interventions ensure children's foundations are in place to build on. Daily phonics keep up (using Little</i>	1, 2,3

<i>class to run phonics keep up sessions 2x0.5 days additional LSA support in Y1/2 to run maths (Leaps in Learning) interventions (£40 per 0.5 day)</i>	<i>Wandle phonics scheme), phonics flashcards, daily reading and the Leaps in Learning programme are all recognised as effective interventions.</i>	
<i>Spelling Shed (£80)</i>	<i>The teaching of spelling strategies in a meaningful way which sticks is key to building on excellent phonics learning and improving spelling and writing outcomes.</i>	1,3
<i>Y5/6 maths interventions run by maths tutor 2x0.5 days (£160 per day)</i>	<i>Maths is a key area where children don't achieve as highly nationally. Additional support in this area will enable more children to reach ARE</i>	1,2,3

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

Budgeted cost: £3,295

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>ELSA support two afternoons a week (£40 per 0.5 day)</i>	<i>ELSA support builds self-esteem and confidence and allows children to understand their emotions and help them to self-regulate when faced with challenging situations. This enables them to focus on learning when in the classroom.</i>	2
<i>Trips and extra-curricular activities (£2,000)</i>	<i>Residential trips are a core part of the primary experience, extra-curricular clubs allow children to develop skills in other areas, music lessons give children an opportunity to learn, and enjoy, something they might not have had the opportunity to due to financial barriers.</i>	4

**Total budgeted cost: £18,645**

## 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 2022-23 academic year.

- Y1 Phonics assessments and Y6 KS2 SATs assessments were significantly above national figures and demonstrated good progress for all children.
- Y6 maths tutoring enabled all pupils who benefitted to achieve ARE
- Additional LSA time in Y3/4 enabled interventions to be given to a wide number of children who made additional progress and were able meet key standards
- HLTA time gave the Y5/6 teacher opportunities to support Y6 children with additional catch-up lessons to make them secondary ready
- Financial support was given to children so they could attend the school residential and extra-curricular clubs and lessons

### 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
Nessy Reading and Spelling	<a href="http://www.nessy.com">www.nessy.com</a>
Spelling Shed	<a href="http://www.edshed.com">www.edshed.com</a>
NELI	We signed up to the free Government scheme
Leaps in Learning Maths intervention	Hampshire Intervention Programme for KS1