

Believe Care Persevere Succeed



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Statement authorised by	Alison Armstrong
Pupil premium lead	Sarah Venn
Governor / Trustee lead	Careyanne Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,205
Recovery premium funding allocation this academic year	£19,882
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£93,087

Part A: Pupil premium strategy plan

Statement of intent

At Burnham Copse Primary School we believe that all pupils have the right to an educational provision that takes account of their individual needs and supports their attainment and progress regardless of any disadvantage.

Our intention is that all children will learn in a nurturing environment which enables them to achieve their highest potential.

Our Pupil Premium Strategy provides focus to support our disadvantaged pupils. By prioritizing wellbeing as well as academic achievement we consider any barriers to learning in order to decide on the appropriate type and level of support each child needs.

Challenges

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

Challenge number	Detail of challenge
1	Mental Health and Wellbeing Children were significantly impacted by the Covid-19 pandemic. They face more difficulties with resilience, self-esteem and management of their emotions.
2	Learning Children have gaps in their knowledge as a result of missed schooling during the pandemic. There are speech, language and communication difficulties and other specific learning difficulties.
3	Attendance Levels of attendance have been impacted.
4	Family Circumstances Ill health (including mental health) of parents impacting on capacity Bereavement (including loss of a parent) Parental time and work pressures/commitments All of the above aspects impact on the level of education and learning support given at and from home. Financial difficulties

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 receive the support they need to ensure good mental health and wellbeing	<ul style="list-style-type: none">• Children's mental wellbeing is such that they are able to access their learning• Children meet their agreed end of year expectations
Children make expected progress in their learning by the end of the year and are ready to begin their next academic year	<ul style="list-style-type: none">• Children meet their agreed end of year expectations
Attendance of specific individual children is improved	<ul style="list-style-type: none">• Absence rates reduce• Lateness levels reduce
Families are supported so that they are able to meet the needs of their children	<ul style="list-style-type: none">• Strong relationships between school and identified families• Children's needs are met

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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training for precision teaching	Evidence supports the impact of this strategy which needs well trained staff to be delivered effectively	1 & 2
Staff training to support specific needs; SEND, SEMH		

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

Budgeted cost: £ 44,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA(s) to provide for targeted support for individuals	Impact of 1:1 tuition evidenced through EEF research and findings. SEN Code of Practice specifies the need for individualised support for specific children	2
Speech and Language Therapist		2
1:1 teaching from qualified additional teachers	Impact of 1:1 tuition evidenced through EEF research and findings.	2

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

Budgeted cost: £ 44,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relax Kids Programme	Extensive research into the impact of mental health and wellbeing on children's learning has shown that robust support for good mental wellbeing enables them to access their learning and improves progress and attainment.	1, 2, 3 & 4
School Counsellor		1 & 2, 3 & 4
Therapy Dogs		1 & 2, 3 & 4
Social Skills Groups		1 & 2, 3 & 4
Maths on the Move Programme	Support for anxious learners with low self-esteem in specific subjects has impacted positively on their attitude to the subject and consequently on their academic outcomes.	1 & 2, 3 & 4
Protected time for SLT, including Head of Wellbeing, to support families and work with parents	Engagement with families has impacted significantly on levels of attendance as noted in the DfE guidance Improving School Attendance.	1,2 ,3 & 4

Total budgeted cost: £ 93,087

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- High levels of absence due to COVID-19 and other illnesses continued throughout the year
- Staff continued to know the needs of individual children in detail and meet their needs through careful selection of the type and level of support required
- Regular focus on individual pupils at all staff meetings (teachers & support staff) continued to ensure that their profile was raised and that attention remained on those with any disadvantage
- Pupil Progress meetings also included focus on the most disadvantaged children to track their progress throughout the year and identify any necessary changes to their support
- Relax Kids sessions, in their 6th year at the school, continued to sustain children's techniques and enable them to use well practiced strategies to support their mental wellbeing
- Weekly sessions from our School Counsellor, who is in her 7th year at the school, provided intensive support for those individual pupils in greatest need of specific 1:1 intervention
- Weekly Maths on the Move sessions were provided to those children needing additional confidence in the subject
- Our Speech and Language Therapist worked weekly throughout the year with those children needing a specialist intervention programme from a qualified practitioner
- Therapy Dogs (X 3) are embedded resources in the school and provide timetabled and ad hoc support throughout the week
- Attendance improved across the year but the disadvantaged children's attendance is still slightly below that of the non-disadvantaged group
- Our links with Maple Ridge through their outreach support programme continues to offer support and training for staff to enable them to provide effective support for specific children
- Strong, supportive relationships with parents/families continued. Head of Wellbeing, SLT and/or other specific staff according to need worked hard throughout the year to make and sustain these connections.

Outcomes for children in terms of their mental health and wellbeing and academic attainment and progress were all impacted positively though work to further develop these areas will need to continue.

