

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	Bure Park Primary
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	
Statement authorised by	Sarah Moon Head teacher
Pupil premium lead	Rachael Howells Pupil Premium lead
Governor / Trustee lead	Alistair Deacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,195
Recovery premium funding allocation this academic year	£2,102
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,297

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium, or Winning Stars as we call ourselves, are committed to each child and family under our care. At Bure Park School we believe that accountability for the Pupil Premium can't be so narrow that it looks solely at attainment. It needs to take into account other areas such as behavior, attendance and emotional wellbeing – all these things have such a big impact on the child's learning and attainment. Alongside increasing the children's educational attainment we have been supporting their emotional wellbeing in a variety of ways including running emotional support, anger management, self-esteem programs and supporting the family as a whole. This has resulted in a much better relationship between ourselves and the parents of these children. We are now having more regular contact with parents, often initiated by them.

As the Winning Stars team we are also proud to offer a whole range of other resources to enable us to support the child and family, for example:

- 1:1 support focusing on core literacy and maths skills, complementing day to day provision.
- Group support both in the classroom and out, wherever and whenever appropriate.
- Nurturing support ensuring a child and/or family experiencing trauma has the relevant support and practical advice required.
- Lunchtime and after school clubs to further support children in the school plus allowing access to IT that may be not readily available to them at home for home learning.
- Access to story library and a maths games loaning library.
- ARCH reader volunteers.

We believe in being proactive as each year and each child is different. Therefore, resources are constantly monitored, evaluated and if necessary, changed, to ensure provision has the maximum impact.

Challenges

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

Challenge number	Detail of challenge
1	Our whole school attendance data for the last academic year, 2021-2022 was 93.77%. The percentage for our disadvantaged pupils was 90.07%, 3.7% lower

	<p>than for non-disadvantaged pupils.</p> <p>48.2% of disadvantage pupils have been 'persistently absent' compared to 14.6% of their peers during that period. Our assessments and observations show that a disadvantaged child is 3.3 times more likely to be absent than a non-disadvantaged child.</p>
2	<p>On entry into Nursery speaking and language skills and vocabulary was assessed as lower in disadvantaged pupils. This could be partly due to Covid or lack of parental engagement in the early years. 80% of disadvantaged pupils were identified as working below expected levels for their communication and language.</p>
3	<p>Reading amongst disadvantaged pupils significantly below national average our Pupil premium students are more likely to have a vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum.</p>
4	<p>Wellbeing/emotional and self-confidence issues. Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</p>
5	<p>Writing is below the national average and in particular the disadvantaged white British males. At the end of KS2 our pupils achieved 63% in their writing compared to a National average of 69%. Out of the disadvantaged boys only 10% reached Expected in their writing.</p>

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. The percentage for all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
Children vocab and oral skills increase	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral languages assessments engagement in lessons, book scrutiny and ongoing formative assessments.</p>
Reading levels, enjoyment and fluency increases	<p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved	Sustained high levels of wellbeing from 2024/25

<p>wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly amongst disadvantaged children.
<p>To improve writing levels</p>	<p>KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>

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: £ 51,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI training all staff and staff visits to observe good practice in other schools</i>	Track record as a validated and comprehensive phonics scheme	2,3 & 5
<i>Susie Spolander Literacy adviser for the LEA all staff training</i>	Specialist training proved raise teaching standards and in turn raising standards in school	2,3 & 5
<i>Welcomm speech and language training and intervention</i>	There is a strong evidence base that suggests oral language interventions such as WELCOMM are inexpensive to implement with high impact.	2
CPOMS training for staff	Teachers able to identify and flag any attendance issues/trends immediately.	1
'Winning Stars' team of staff. 1 Teacher 3 days & 2 TA's 37 hours total	Team of staff work alongside children and families to identify individual needs, and to implement interventions to boost academic standards.	1, 2, 3, 4 & 5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2,3 & 4
<i>Engaging with the national tutoring programme to provide a</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or	2,3,4 & 5

<i>blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high attainers.</i>	those falling behind both 1:1 and in small groups	
Provide tailored approach for children and families who need support with attending school.	Children who have a familiar adult and a soft landing approach, together with support for the family will break the cycle of poor attendance.	1

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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on anti-bullying and behaviour management approaches with the aim of developing our school ethos and improving behaviour across the school</i>	Both targeted interventions and universal approaches can have positive overall effects.	1,2,3,4 &5
<i>Whole school training on Metacognition approaches to the curriculum.</i>	The approach is known to help children retain knowledge and become reflective learners.	3,4 & 5
<i>Contingency fund for specific issues on a needs based approach.</i>	Based on our experiences and those of similar schools to Bure Park, there is a need to set aside a small amount of funding to respond swiftly to needs that are unforeseen. For example a holiday club for a family in crisis.	1,2,3,4 & 5
<i>Contributing to funding educational visits, and accessing wrap around care for emergency support.</i>	All children need to be provided with the same educational experience. Families with financial difficulties need to be supported so that the cost isn't a barrier.	2 & 4

Total budgeted cost: £ 85,195

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.

Teacher assessments show that our disadvantaged pupils' results were lower than the previous years. Therefore the outcomes we aimed for were not fully achieved.

Similarly nationwide, the reasons behind this were the impact of Covid which disrupted all areas of the school and curriculum. The disadvantaged pupils had limited or no access to the teaching and targeted interventions that they otherwise would have had access to. Some disadvantaged pupils had limited access to technology and internet inhibiting their access to the online lessons and learning.

Overall attendance was lower than the previous years. Absences among disadvantaged pupils were 3.7% lower than their peers. So we continue to monitor and have attendance as a priority.

Nationally significant concerns regarding wellbeing and mental health being impacted due to the pandemic was also evident in Bure Park. The impact was particularly acute for our disadvantaged pupils. We worked with many families and outside agencies to support our children and feel that it is important to continue to do so.