

# Burlington Infant School 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Burlington Infant School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	40.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/4-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Headteacher: C McClarron
Pupil premium lead	Sarah Martos
Governor / Trustee lead	Celia Hare

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,035
Recovery premium funding allocation this academic year	£11,165
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	£123,200

# Part A: Pupil premium strategy plan

## Statement of intent

### Demography and School Context

Burlington Infant School is a community school located in Bridlington, on the North East coast, which is in one of the most deprived areas of the country. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. Burlington Infant School is a three form entry school, Reception to Year 2, with 40.6% of pupils in receipt of Pupil Premium funding.

Common barriers to learning for disadvantaged children include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

### Objectives

At Burlington Infant School we aim to diminish the difference between disadvantaged pupils and their peers. All our work through the pupil premium will be aimed at accelerating progress and helping our pupils to develop social and emotional self-awareness and the ability to manage their feelings and emotions.

We will achieving these objectives through;

- Quality First Teaching in every classroom
- Additional high quality learning support.
- ELSA trained staff, providing emotional and well-being support
- Pastoral and behaviour support during lunchtimes/playtimes, including a dedicated Nurture Space Rainbow Room providing activities to engage and promote Burlington values and thus enhance learning.
- Talk Boost Interventions to develop vocabulary and to promote speaking and listening and language and communication skills .
- Funded curriculum enhancement activities, including Breakfast Club, After School Clubs and Educational Visits, ensuring children have first-hand experiences and an increased knowledge and understanding of the world to use in their learning in the classroom.
- Promoting the use of the outdoor environment to create and enhance learning.

- Effective and carefully planned transition arrangements supporting the move from Early Years Settings/home into Reception, transition internally between year groups and transition to their next school, ready for KS2.
- Parent and Pupil Support Advisor, to support families with attendance, behaviour and any other issues, signposting external agencies as necessary.

This list is not exhaustive and will change according to the particular needs and support our socially disadvantaged pupils require.

#### Principles

- We believe that having a tiered and evidence based approach to this strategy will aid disadvantaged pupils academically, socially and mentally so they achieve and have access to the same opportunities as their peers.
- We ensure that all children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils that the school deems to be socially disadvantaged

## Challenges

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

Challenge number	Detail of challenge
1	Pupils not school ready upon entry
2	A language deficit inhibits curriculum access
3	Social & emotional issues limit curriculum access
4	Attendance/punctuality issues

## 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
For children to make accelerated progress across all areas of development and being KS1 ready	Pupils will have made good/outstanding progress from their individual starting points
Improved vocabulary and language skills enabling children to fully participate in all areas of the curriculum without limited language skills or a lack of understanding as a barrier	Children's vocabulary will improve and their understanding of the world will be enhanced. Children will be able to transfer this to the whole curriculum. Children's language skills will lead to improved social interactions and classroom participation.
Children are given the emotional support they need and the help they require to transition between home and school. We provide a positive and safe environment.	Children will feel supported in school to enable them to be focussed and engaged with their learning.
Improved attendance/less incidences of lateness.	Children will attend school more frequently and arrive at school on time resulting in more lesson participation. Attendance and punctuality will be in line with D/Ad Nationally

## 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: £3,570.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust 'transition into school' arrangements.	Previous experience of robust transition arrangements in school has validated this approach	1

Develop cultural capital and provide a wide range of experiences for the children in school- Magic Carpet Theatre, Dinosaur experience.	Research based evidence influenced the decision to implement this in school and subsequent experience in school has validated this approach. We recognise the importance of giving the children a range of experiences, both indoors and outdoors, which foster a love of learning.

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

Budgeted cost: £3750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost	Many children are starting school with language skills that are under-developed for their age. This 'language delay' hampers children's ability to learn, achieve and make friends. It significantly impacts on their literacy and numeracy development. Many of these children have the potential to 'catch up' but only if they receive timely intervention and support. Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after ten weeks of intervention.	2
Foundation Word of the Day to increase vocabulary.  KS1 Topic specific vocabulary on Medium Term Planning documents to be explicitly taught.	It is important for children to develop knowledge of words' meanings from a young age because vocabulary development has an impact on their reading comprehension and academic success as they get older. Research carried out by Hart and Risley into vocabulary development in children from low-income families highlights the gap.	

Subject Leaders time to re-evaluate planning.	
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Budgeted cost: £ 101310.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the PSHE Curriculum to teach social, emotional and self regulation skills.	Social and Emotional Learning: Skills for life and work - Early Intervention Foundation. Childhood social and emotional skills play an important part in adult life. The report finds inequalities in these skills between children growing up in different backgrounds. The review found strong and consistent support for the impact of social and emotional skills programmes implemented in the school setting.	3
TA working in every class to support Quality First Teaching, modelling language and to aid small group provision in RWI and other Social and Emotional Learning Groups.  Pupil Progress Meetings to ensure effective, targeted support and subsequent effective deployment of staff.	EEF research; On average interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months additional progress on average)  Pupil Progress Meetings ensure effective, targeted support and subsequent effective deployment of staff. Robust and improved assessments lead to improved outcomes. Use data to inform future plans and interventions.	
Nurture Room Staff-support for children. Raise staff awareness of	Feedback to Nurture Room staff about Pupil Progress Meetings. Previous experience in school has validated this approach.	

<p>children's academic ability as well as 'nurture' needs to provide appropriate targeted support. Feedback from Pupil Progress Meetings. Disadvantaged Champion dedicated time</p>	
<p>Breakfast Club - funded places</p> <p>ELSA trained TAs</p> <p>Boxall Profiles</p>	<p>EEF Research; Social and Emotional Learning Programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, although all benefit on average.</p> <p>Our ELSA-trained TA's are an asset to our school and benefits for individual pupils and group of pupils are seen and evidenced annually in our Nurture Room Records.</p> <p>The Boxall Profile is a recognised diagnostic tool which analyses social and emotional behaviours and provides strategies and targets for individual pupils, tailored to meet their specific needs.</p>

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

Budgeted cost: £5273

Activity	Evidence that supports this approach	Challenge number(s)
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		<b>addressed</b>
PPSA and SBM to monitor and action systems in place and amend as necessary	Targeted support - systems have been improved and streamlined in school, based on what was successful last year. Work with EWO to reduce the number of persistent absentees.	4

**Total budgeted cost: £113,904**

## 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 2023 to 2024 academic year.

#### Challenge 1: Pupils not school ready upon entry

The effects of the pandemic are still apparent. The Reception Cohort in the 2021/2022 year experienced lockdowns at one of the crucial points in terms of child development and the majority of these children did not have the opportunity to experience pre-school provision.

The new EYFS curriculum was written to reflect upon and respond to the needs of the children in school.

The school is receiving support from Early Excellence Literacy Project, which will further enhance provision in EYFS.

#### Challenge 2: A language deficit inhibits curriculum access

EYFS continue to have their “word of the day” and KS1 topic specific vocabulary continues to be explicitly taught.

The delivery of Talk Boost will continue.

#### Challenge 3: Social & emotional issues limit curriculum access

Curriculum enhancement days are frequent in school. Lack of experiences limit language, creativity, social skills and the ability to link learning. A wide range of visitors, school trips and extra curricular clubs are planned in order to develop cultural capital.

Active encouragement/discussions about the future in order to raise aspirations was embedded and there was a robust whole school focus on metacognition and the 5R's (skills for learning). Children were observed to be motivated to learn and demonstrating improved resilience overall. Challenges with social & emotional difficulties and/or with home circumstances can have a significant effect on the learning of some pupils in receipt of PP funding. Children are given the time, the emotional support they need and the help they require to transition between home and school. Jigsaw room to be redeveloped to reflect the ethos of a Nurture Provision. Children to follow structured ELSA programmes.

Building on prior ELSA Training, three members of staff will complete the Boxall Profile Training.

CPOMS continues to be embedded throughout school ensuring staff, on a need to know basis, are kept informed of anything happening in an individual pupil's home life which might impact

on learning. New categories to be developed to further stream line the CPOMS system.

We continue to provide a positive and safe environment.

#### Challenge 4: Attendance/Punctuality issues

National Data for pupil absence was released in March 2023. The National Figure for attendance is 95%. Whole school attendance is (93.55%) which was slightly higher than in 2021/22 (93.17%). Attendance for PP children is currently 91.4%. The gap remains broadly unchanged (2.15%)

We resumed the SLA agreement and have been working closely with the EWO.

Breakfast Club continues to result in increased readiness for the school day. Children attending breakfast club continue to be more ready for the school day. More children to be invited to breakfast club following involvement from PPSW.

ELSA trained TAs also work alongside the Breakfast Club Supervisors.

The continued use of Class Dojo (KS1) and Tapestry (EYFS) encourages and supports families to engage with school.

## Externally provided programmes

Programme	Provider
Talk Boost	"I can"
Boxall Profile	Nurture UK
CPOMS	CPOMS Systems Ltd
RWI Phonics Catch-up	Read Write Inc

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

## Further information (optional)

School ethos continues to focus on achieving the best possible outcomes for all pupils.