

Pupil premium strategy statement – Burlington Infant School

This statement details our school's use of pupil 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	119
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Year 1 : 2023-2024 Year 2: 2024-2025 Year 3: 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2026
Statement authorised by	C McClarron
Pupil premium lead	Z Newby
Governor	A Norton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£74,235

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.

Common barriers to learning for disadvantaged children include: less support at home, difficulties with 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, providing activities to engage and promote Burlington values and thus enhance learning.
- 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 Worker, 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 that our pupils in receipt of PP funding 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 and emotional difficulties 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 Disadvantaged Nationally

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4373.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the Maths Hub to develop the Maths Curriculum to meet the needs of the children within our school to diminish the difference between children who in receipt of PP and those who are not. (Some free Training secured)	A previous EEF independent RCT evaluation found that Year 1 pupils who received Mathematics Mastery made an average of +2 months’ additional progress in maths compared to children in comparison schools. The EEF later commissioned FFT Education Data Lab to run a QED design study using NPD data, as part of a pilot of an Education Data Service. This evaluation contained around 400 schools who joined the programme from 2012–2018, and looked at KS1 outcomes in 2017 and 2018. The schools in the study had a higher proportion of disadvantaged pupils on average than other schools. These	1

	<p>results added to the picture from the RCT, suggesting that pupils in primary schools which used Mathematics Mastery were more likely to be working beyond the expected level', equivalent to +2 months' additional progress. Together, these findings are promising for impact on pupils at KS1.</p>	
<p>Work alongside RWI consultant to ensure that those children in receipt of PP make accelerated progress.</p>	<p>There is a large body of evidence, including information within the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics approaches have a positive impact on the development of early reading skills.</p>	1
<p>Writing Framework and Oracy Training for staff</p>	<p>The 'We Need to Talk' report from the Commission on the Future of Oracy Education in England highlights the growing importance of oracy in education, arguing that it should be as fundamental as reading, writing, and arithmetic.</p>	2
<p>Nurture Schools Programme & Boxall Training</p>	<p>This 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>	3

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

Budgeted cost: £48,924.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject Leaders to ensure that vocabulary is explicitly taught – evaluate Medium Term Planning and monitor</p>	<p>It is important for children to develop knowledge of words' meanings from a young age - vocabulary development has an impact on reading comprehension and academic success. Research carried out by Hart and Risley into vocabulary development in children from low-income families highlights the gap.</p>	2
<p>Continue to use our bespoke PSHE Curriculum to teach social, emotional and self-regulation skills.</p>	<p>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</p>	3

(Training & Pupil Progress Meetings)	found strong and consistent support for the impact of social and emotional skills programmes implemented in the school setting.	
<p>Teaching and support staff implement planned interventions to diminish the difference between those children in receipt of PP funding and those who are not.</p> <p>All staff to model language and to aid small group provision in RWI and groups such as Social and Emotional Learning Groups.</p> <p>Pupil Progress Meetings termly to ensure effective, targeted support and subsequent effective deployment of staff.</p>	<p>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)</p> <p>Robust and improved assessments lead to improved outcomes.</p>	1,2,3

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

Budgeted cost: £20946

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance among disadvantaged pupils through attendance monitoring, alongside LA. Continue to closely monitor attendance and lateness. Support parents/carers through SBM and Parent & Pupil Support Worker.</p>	<p>Holistic approach in understanding pupils and their families and relationship building with families.</p> <p>Addressing specific barriers to attendance that have been identified.</p>	4
<p>Boxall Profiles – Training for teachers</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>	3

<p>Breakfast Club - funded places.</p> <p>ELSA trained TAs (Emotional Literacy Support Assistants)</p>	<p>Supports readiness for the school day.</p> <p>Our ELSA-trained TAs are an asset to our school and benefits for individual pupils and group of pupils are seen and evidenced annually</p>	3, 4
<p>Develop cultural capital and provide a wide range of experiences for the children.</p>	<p>Research based evidence influenced the decision to implement.</p> <p>We recognise the importance of giving the children a range of experiences, both indoors and outdoors, which fosters a love of learning and contributes positively to overall well-being and academic readiness.</p>	1,2

Total budgeted cost: £ 74,243.78

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Good Level of Development (GLD) for children eligible for PP funding = 60%(Non-Disadvantaged GLD = 38.2%)

Yr1 Phonics Screening Check 60% of the pupils eligible for PP passed the phonics screening check which was lower than our overall school result of 71%. The pupils who did not pass will be supported with phonics intervention to ensure that their gaps in phonic knowledge are addressed

Attendance for children in receipt of PP funding for last year was 92%. Whole school Attendance was 95%

Breakfast Club continues to result in increased readiness for the school day. ELSA trained TAs also work alongside the Breakfast Club Supervisors to ensure any SEMH needs are met. This has led to more children being ready to learn.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Boxall Profile	Nurture UK