

Burnham Infant School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Burnham Infant School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (3 years)
Date this statement was published	September 2021 Reviewed September 2022 Reviewed October 2023
Date on which it will be reviewed	Reviewed September 2022 Reviewed October 2023
Statement authorised by	Carly Hatch
Pupil premium lead	Carly Hatch
Governor lead	Kerry Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,579.00
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

At Burnham on Sea Infant School our intent for pupil premium pupils is to close the attainment gap, provide equality of opportunity and raise aspirations. We use informed research based strategies through the Education Endowment Fund to support our decision making.

Our focus is on ensuring high quality teaching, every day, for all pupils in order to improve outcomes in reading, writing and mathematics; Our teaching pedagogy is informed by principles around cognitive load and practice outlined by Rosenshine and a 'five-a-day' approach highlighted in the recent EEF Moving forwards, making a difference: A planning guide for schools 2022–23 (see Appendix 1). We introduced a rich language text approach to Literacy using Literacy Counts' Steps to Read and Read to Write in Easter 2022 and have continued to embed and this year will focus on ensuring effective teacher modelling. In maths, the NCETM Curriculum Prioritisation materials have supported our small steps mastery approach to teaching.

Where high quality teaching has not been enough for individuals we use extra, targeted support that is tailored to pupil's specific needs to get their learning back on track. This involves revisiting foundational knowledge, practicing basic skills, or pre-learning upcoming content. In addition we have recognised that many of our pupils have struggled with their wellbeing since Covid. For some this has impacted on attendance and we have worked hard in partnership with parents to promote attendance in school. We have also introduced additional specialist intervention of Draw and Talk Therapy to provide emotional support to meet individual needs.

More recently , many of our families are suffering significant financial hardship, making pressures of putting food on the table difficult for many. This year we are looking to extend our wider offer by developing a morning club where parents can come in and be supported by school staff to play games and hear their child read whilst enjoying breakfast.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited. Baseline assessments show children to enter school with low levels of speaking and communication and language skills.
5	Pupils require additional wider pastoral support, including Draw and Talk Therapy to be used to support wellbeing
6	Many of our pupil premium families are facing increased hardship financially. Some families are not providing breakfast for children before school.

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>What will success look like?</i>
1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	<ul style="list-style-type: none"> School office will promptly call families who have an absent child without reason. A 'red flag' list will be used by the safeguarding team of children we know who have historic attendance concerns. PFSA / TAS referrals for those children where attendance, including late arrivals, are a concern Safeguarding team or PFSA's to complete home visits for these children Attendance will be regularly monitored by the headteacher with follow up action, in line with the

	<p>school attendance policy. All actions to be documented on My Concern under attendance so this can be tracked and monitored easily.</p> <ul style="list-style-type: none"> • Extremely poor attendance (below 90%) will be challenged in line with the school attendance policy, including written communication and meetings with the headteacher, action plans to improve attendance monitored regularly. • Enhanced communication with parents via school newsletters / APP messages regarding the importance of attendance in supporting progress and development in school. • Holiday requests (unless meeting exceptional circumstances) will not be authorised and where attendance levels meet the criteria penalty notices may be issued • The school will work closely with the local junior feeder school to ensure consistency of approach in terms of granting of leave etc.
2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition	<ul style="list-style-type: none"> • PP children will develop a love of reading • The school will develop the home reading scheme in school to ensure children are only given books to take home which match their phonetical knowledge/ability • Use of new SSP program, including assessments and targeted interventions to be embedded ensuring fidelity and consistency to the scheme across the school • Guided reading sessions in class each week for all children using high quality texts to develop language knowledge and understanding. • Development of the school library, for both in school and home lending library use to promote access to books • They will be regularly heard read by an adult at home (filling in reading record) and an adult in school • Parents to be offered sessions in supporting children's reading • All reception children to be screened for speech and language at the beginning of the year to ensure a targeted response to speech and language sessions.
3 - A strong professional dialogue will be kept open between all of the vulnerable group champions	<ul style="list-style-type: none"> • Termly meetings will take place with the vulnerable group champions and the link governor • All PP (regardless of whether on track or not) will be discussed at termly PP meetings to ensure needs and barriers to learning are being addressed. • We will continue to use the OFSM system to identify any new additions to the PP register throughout the year and notify class teachers

4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Burnham Infants School	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms • Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc • Children are able to learn a new skill or continue playing an instrument they had been learning. • Focus on whole school development plan this year is development of language for each area of the curriculum..Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Focus on cognition - cognition - the mental process involved in knowing, understanding, and learning.
5 – Children feel happy and safe at school and engage with their learning.	<ul style="list-style-type: none"> • Pupil premium children will engage with the wider life at Burnham Infant School by joining the school council voice groups • Children's attendance will remain high (linked to 1) because they are happy coming to school • Pupil voice surveys will report that PP children are happy and safe in school • PP children to be provided as needed Draw and Talk Therapy Session to support wellbeing
6 – Families are facing significant financial hardship	<ul style="list-style-type: none"> • Children are provided with free breakfast opportunity to set them up for the day ahead • Pupils have the opportunity to attend breakfast sessions with parents where they can eat, play games and read together

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time looking at internal progress data to inform pupil progress meetings and interventions.	Termly Pupil progress meetings where all PP children are prioritised and discussed When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children	2
Development of home reading texts and high quality materials to support delivery of the curriculum across the school.	Consistent approach to home reading across the school, including high quality appropriate texts linked to phonetic ability	2
The teacher in charge of SEND and the PP champion will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	3

	All staff to be trained in using the new ULS program with consistency and fidelity, including effective use of interventions to close attainment gaps.	
--	--	--

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions will take place during school day through adults in each year group.	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2
Termly 1:1 pupil progress meetings with teachers and the headteacher & the senco(academic)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 & 3
Support groups will run to accommodate a personalised curriculum	Additional intervention strategy of Draw and Talk Therapy now in place. Children were safe and happy in school and were getting the personalised support they need in a small group/individually	3
SLT and additional support staff in each year group will take intervention groups	The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support	2 & 3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4
The library has been revamped to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure	Children, both in school time and in opening the library up to families to use and loan books after school, will have the opportunity to engage in high quality texts. Children who enjoy reading are motivated to read more frequently and make better progress	2 & 4
We will continue to work with the charity Foodbank	Children who are hungry are not in the right place to learn. Many of our PP families appreciated the food boxes last year.	5
Engaging with families	Using APP messages to inform parents of their child's success e.g. being celebrated in SLT/GoldBook assemblies	5
Breakfast club	Daily free breakfast club for all families to promote positive start to the day, encouraging reading and playing games for positive interactions.	6

Total budgeted cost: £68,000

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 2021 to 2022 academic year.

Analysing internal progress data from year group to year group has proved challenging this year due previous covid restrictions/school absences.

Contextual summary for the group 2022-23

In reception 14 pupil premium pupils x2 children were on a EHCP, x4 SEN support
In year 1 , 17 pupil premium pupils 3 pupils have an EHCP, 1 is also SEN support,
In year 2, 21 pupil premium pupils, x0 pupils had EHCP , 6 were SEN support

Reading attainment/progress data

Reception (2022-23)

Attainment Overview for Pupils (from 2022-2023) in Reception - 2022-2023 Summer - Main Assessment Print



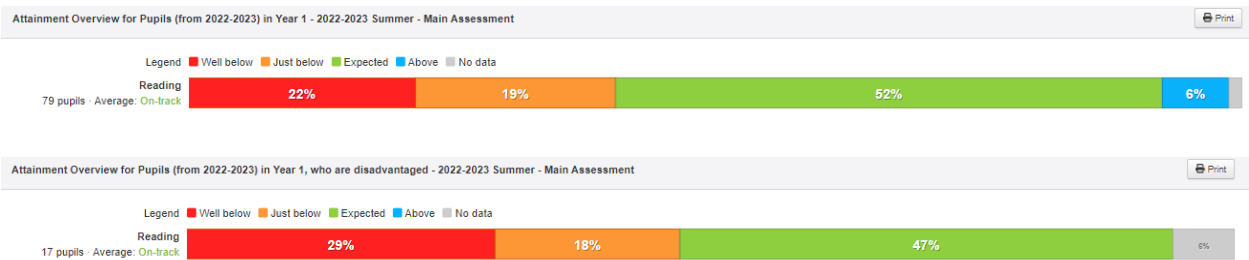
Progress Overview for Pupils (from 2022-2023) in Reception, who are disadvantaged – 2022-2023 Entry to 2022-2023 Summer Main Assessment Print



Reading Progress Matrix for 14 Pupils (from 2022-2023) in Reception, who are disadvantaged

		YR Sum Main Assessment					
		No Data	Emerging	Expected	Below	Just Below	On-track
YR Entry Main Assessment	No Data	1 pupil (7%)					1 pupil (7%)
	Below		1 pupil (7%)	1 pupil (7%)	4 pupils (29%)	1 pupil (7%)	1 pupil (7%)
	On-track		1 pupil (7%)				3 pupils (21%)

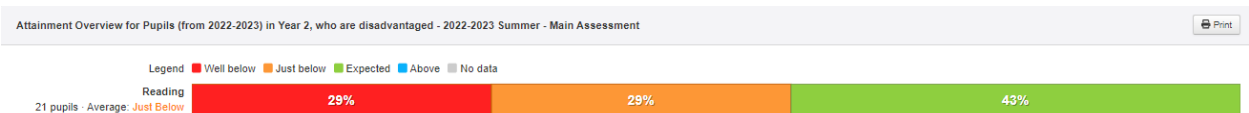
Year 1 (2022-23)



Reading Progress Matrix for 17 Pupils (from 2022-2023) in Year 1, who are disadvantaged

		Y1 Sum Main Assessment			
		No Data	Below	Just Below	On-track
YR Sum Main Assessment	No Data	1 pupil (6%)		1 pupil (6%)	
	Below		5 pupils (29%)	1 pupil (6%)	3 pupils (18%)
	On-track			1 pupil (6%)	5 pupils (29%)

Year 2 (2022-23)



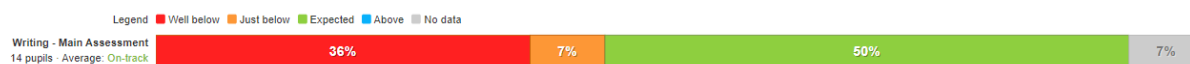
Reading Progress Matrix for 21 Pupils (from 2022-2023) in Year 2, who are disadvantaged

		Y2 Sum Main Assessment		
		Below	Just Below	On-track
Y1 Sum Main Assessment	No Data	1 pupil (5%)		
	Below	5 pupils (24%)	1 pupil (5%)	
	Just Below		4 pupils (19%)	1 pupil (5%)
	On-track		1 pupil (5%)	7 pupils (33%)
	Gtr. Depth			1 pupil (5%)

Writing attainment/progress data

Reception (2022-23)

Attainment Overview for Pupils (from 2022-2023) in Reception, who are disadvantaged - 2022-2023 Summer Print



Writing Progress Matrix for 14 Pupils (from 2022-2023) in Reception, who are disadvantaged

		YR Sum Main Assessment					
		No Data	Emerging	Expected	Below	Just Below	On-track
YR Entry Main Assessment	No Data	1 pupil (7%)					1 pupil (7%)
	Below		2 pupils (14%)	1 pupil (7%)	3 pupils (21%)	1 pupil (7%)	2 pupils (14%)
	On-track						3 pupils (21%)

Year 1 (2022-23)

Attainment Overview for Pupils (from 2022-2023) in Year 1, who are disadvantaged - 2022-2023 Summer Print



Writing Progress Matrix for 17 Pupils (from 2022-2023) in Year 1, who are disadvantaged

		Y1 Sum Main Assessment			
		No Data	Below	Just Below	On-track
YR Sum Main Assessment	No Data	1 pupil (6%)		1 pupil (6%)	
	Below		5 pupils (29%)	2 pupils (12%)	
	On-track		1 pupil (6%)	1 pupil (6%)	6 pupils (35%)

Year 2 (2022-23)

Attainment Overview for Pupils (from 2022-2023) in Year 2, who are disadvantaged - 2022-2023 Summer

Print



Writing Progress Matrix for 21 Pupils (from 2022-2023) in Year 2, who are disadvantaged

		Y2 Sum Main Assessment		
		Below	Just Below	On-track
Y1 Sum Main Assessment	No Data	1 pupil (5%)		
	Below	5 pupils (24%)		
	Just Below	1 pupil (5%)	2 pupils (10%)	
	On-track		4 pupils (19%)	8 pupils (38%)

Maths attainment and progress data

Reception (2022-23)

Attainment Overview for Pupils (from 2022-2023) in Reception, who are disadvantaged - 2022-2023 Summer

Print



Maths Progress Matrix for 14 Pupils (from 2022-2023) in Reception, who are disadvantaged

		YR Sum Main Assessment				
		No Data	Emerging	Expected	Below	On-track
YR Entry Main Assessment	No Data	1 pupil (7%)				1 pupil (7%)
	Below			2 pupils (14%)	3 pupils (21%)	3 pupils (21%)
	On-track		1 pupil (7%)			3 pupils (21%)

Year 1 (2022-23)

Attainment Overview for Pupils (from 2022-2023) in Year 1, who are disadvantaged - 2022-2023 Summer

Print



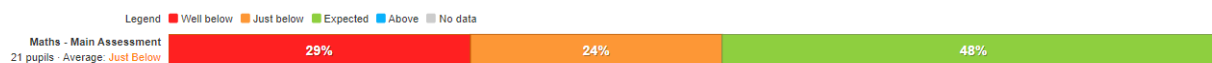
Maths Progress Matrix for 17 Pupils (from 2022-2023) in Year 1, who are disadvantaged

		Y1 Sum Main Assessment			
		No Data	Below	Just Below	On-track
YR Sum Main Assessment	No Data	1 pupil (6%)			1 pupil (6%)
	Below		1 pupil (6%)	3 pupils (18%)	1 pupil (6%)
	On-track		1 pupil (6%)	1 pupil (6%)	8 pupils (47%)

Year 2 (2022-23)

Attainment Overview for Pupils (from 2022-2023) in Year 2, who are disadvantaged - 2022-2023 Summer

Print



Maths Progress Matrix for 21 Pupils (from 2022-2023) in Year 2, who are disadvantaged

		Y2 Sum Main Assessment		
		Below	Just Below	On-track
Y1 Sum Main Assessment	No Data	1 pupil (5%)		
	Below	4 pupils (19%)		
	Just Below	1 pupil (5%)	2 pupils (10%)	
	On-track		3 pupils (14%)	9 pupils (43%)
	Gtr. Depth			1 pupil (5%)

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £-- and this was pooled together with the total PP funding allocation
What was the impact of that spending on service pupil premium eligible pupils?	This pupil achieved -- in their year -- SATs

Further information (optional)

Appendix 1

High quality daily teaching: the 'five-a-day' approach

Teaching is complex but there are certain key elements that can be integrated into daily practice to enhance its quality. The 'five-a-day' approach identifies these evidence-based 'best bets', which

research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND. The five elements of the approach are summarised below.

- 1 Explicit instruction**
Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.

- 2 Cognitive and metacognitive strategies**
Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.

- 3 Scaffolding**
When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.

- 4 Flexible grouping**
Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class.

- 5 Using technology**
Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice, and to record their learning. For instance, you might use a class visualiser to share pupils' work or to jointly rework an incorrect model.


EEF Moving forwards, making a difference: A planning guide for schools 2022–23