

Pupil Premium Strategy Statement for Burghfield St Mary's Primary School

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	Burghfield St Mary's
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	38% (29% service children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	07.12.2022
Date on which it will be reviewed	07.12.2023
Statement authorised by	Mr Antony Gallagher
Pupil premium lead	Mr Antony Gallagher
Governor / Trustee lead	Mr Colin Thompson

Governors receive a report on PPG matters at each Full Governing Body meeting, and the Pupil Premium Strategy is under continual review by the Senior Leadership Team and the governor charged with that responsibility.

Funding overview

There are 15 children on our FSM and Deprivation Ever 6 register. We have 2 children on our SEN register with an EHCP, there are 3 children on our LAC register and 63 military children. As the number of children who qualify on grounds of deprivation is small and care is taken to ensure data released does not make it possible to identify individuals. The small numbers make it easier for staff to be aware of each individual's needs. Each child's needs are assessed separately and the following barriers have been identified: a lack of financial resources, a lack of access to IT at home and a low aptitude for learning arising from low self-esteem or aspiration.

Detail	Amount
Pupil premium funding allocation this academic year	£45080 (Estimate based on published allocations for FY22/23 and October 22 census numbers)
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	£45080

Part A: Pupil premium strategy plan

Statement of intent

At Burghfield St Mary's Primary School we use Pupil Premium Funding to ensure that our disadvantaged, vulnerable and military pupils receive the highest quality of education to enable them to fulfil their unique potential and become a responsible, concerned and active member of God's world. We recognise that such children can face a wide range of barriers which may impact adversely on their educative experience.

We hope to:

- Remove barriers to learning (which may include academic needs, family or background) and narrow the attainment gaps between disadvantaged and non-disadvantaged in school and nationally.
- Provide our disadvantaged pupils with emotional support to improve their mental health and confidence and enable them to access the national curriculum and any additional interventions they may receive.
- Support our military pupils who are often impacted emotionally and academically after relocating and changing schools.
- Support those pupil who may suffer from heightened anxiety as a result of the relocation of military pupils.
- Ensure all pupils attend school.
- Support the quality of teaching through staff continuous development.
- Provide targeted academic support to vulnerable children through small group tutoring.

Challenges

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

Challenge number	Detail of challenge
1	In Reading, Writing and Maths, there is a higher proportion of disadvantaged children who are not on track compared to their non-disadvantaged contemporaries.
2	Some of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.
3	Service family children relocate and change schools more frequently than non-service families and this impacts their progress and attainment. They may need additional emotional and academic support after transitioning to BSM or when parents are away on duty.

4	Other children can also suffer from heightened anxiety as a result of their close friends' relocation.
5	To support attendance rates amongst Pupil Premium and Service family children.

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
We want the disadvantaged children to show improved attainment in Reading, Writing and Maths.	Each child will show accelerated progress in their area of need.
To ensure children are successfully re-established in a learning environment.	Pupils are settled and able to learn. Social relationships are developing and behaviour is good.
BSM would like its military pupils to quickly adapt to their new environment and to be able to respond confidently to the challenges that face them.	Children who struggles have access to a high-quality, trained ELSA who spends one each week supporting children as directed by the SENDCO.
We want our disadvantaged children to make the most of their education by being present at school every day.	There is a clear link between attendance and progress and attainment. The hope is greater attendance will support enhanced progress and attainment.

Activity in this academic year (2022-2023)

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

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

Currently forecast cost (Nov-22): £56585

Activity	Evidence that supports this approach	Challenge number(s) addressed
22% of TA costs are allocated to the pupil premium fund.	TAs make a positive impact on learner outcomes when delivering structured evidence-based interventions.	1, 3 and 4

In-person small group tutoring.	Small group sessions run by an experienced teacher familiar with BSM's pupils will enable them to catch-up and recover quickly. These take place three afternoons each week.	1 and 3
For children to make expected or better progress from their relative starting points	Plan with vulnerable children as a start point Increase teaching time with teachers High expectations Responsiveness to need and ability Termly meetings with parents by lead/class teacher Learning walks Books will show progress Observations Termly assessments	1, 2, 3, 5

(b)Teaching (for example, CPD, recruitment and retention).

Currently forecast cost (Nov-22): £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the Maths Mastery curriculum, the school will access White Rose's online CPD workshops for concepts of Mathematics in line with the mastery approach and their scheme of work.	Greater understanding and knowledge of the mastery process. Consistency and progression across the school.	1 and 3
To further develop the T4W within school, enabling all teachers and teaching assistants to teach T4W to school expectation.	For new staff to BSM, provide them with a greater understanding. This will provide BSM with a consistent approach to T4W.	1 and 3

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

Currently forecast cost (Nov-22): £2515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support for vulnerable children by employing an ELSA to work with disadvantaged and military pupils one day each week.	The Government Review states pupils with better mental health will achieve better academically.	2 and 3
Subsidise school trips, uniform, extra curricular activities and music lessons.	To ensure all children can participate in trips and have the appropriate kit to take part in school activities, and to reduce the financial burden on PPG pupil parents. They can all benefit from a wider educative experience and the opportunity to learn a musical instrument.	2 and 3
Monitor attendance and punctuality and work with parents in emphasising the value of good attendance.	Attendance at school is key to narrowing the gap and improving future opportunities.	4
For children's experiences to be broadened and aspirations raised	<p>Cultural visits and trips for PPG children.</p> <p>Outdoor education visits are partially funded and school visits are funded. Education endowment foundation – “studies of adventure learning interventions consistently show positive benefits on academic learning.”</p> <p>Pupils to take part in a wide range of learning experiences and enrichment activities.</p> <p>Increase opportunities for in-school and after school activities.</p>	

Total budgeted cost: £60100

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.

In planning our new pupil premium strategy, we evaluated why some barriers have been harder to overcome. We placed equity and the learning of disadvantaged pupils at the centre of our strategic plans.

The progress made by our Free School Meals Pupil Premium children was satisfactory given the nature of small percentage involved.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy. We will continue to use it through the implementation of activities.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

The Data Governor has termly meetings with the Head Teacher to discuss whole school progress. The data tracking also includes historical children who have joined the school during their primary years. This helps build an understanding of how the academic needs of each cohort changes through the years.

Regular class visits show that teaching is likely to be consistently good and strong elements of outstanding.

The school seeks to continually improve the quality of teaching and learning and its impact in terms of performance by evaluating the school's strengths and weaknesses and use these findings to promote improvement. The school also seeks quality assurance through external organisations.

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
Talk4Writing – bespoke training for all classroom staff	In-finity Literacy Ltd