Pupil premium strategy statement – Burlington Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	51.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21 - 24
Date this statement was published	04.12.21
Date on which it will be reviewed	04.12.22/Dec '23/ Dec '24
Statement authorised by	
Pupil premium lead	Mrs Sarah Sanderson
Governor / Trustee lead	Mrs L Grimshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,335
Recovery premium funding allocation this academic year	£21,315
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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	£ 223, 650

Part A: Pupil premium strategy plan

Statement of intent

At Burlington Junior School it is our intention that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the Covid-19 pandemic – notably in its targeted support through the Academic Mentors programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach in school will be evidence based and responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all pupils
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge

1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gap amongst many disadvantaged pupils.
2	Sufficient progress from KS1 in Reading, Writing and Maths
3	Assessments, observations and discussions with pupils indicate that many, but not all, have limited experiences outside of school which inhibits access and engagement with the curriculum.
4	Our attendance data indicates that attendance among disadvantaged pupils is lower than that of their non-disadvantaged peers by around 3%. Persistent absentees for disadvantaged pupils is significantly higher (30.52% in 19/20 and 34.38% in 21-22).
5	Assessments (including Boxall Profile), observations and discussions with pupils and their families indicate that the social and emotional needs of our pupils have been significantly impacted by the Covid-19 restrictions. Pupils need a curriculum which develops social and emotional self-awareness and supports children to manage their feelings and behaviours.

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
Improvements in language acquisition and understanding through quality models and experiences leads to greater understanding in Reading.	- EoKS2 Reading outcomes will see an overall improvement to achieve at least national. Improving trend, but not quite in line with national. - The difference between PP and Non-PP will diminish at EoKS2 (2018 - -25.4% difference) -6.7% difference in 2024 EoKS2 outcomes. - Staff will be effectively challenging HA pupils in Reading to further support their development. - Higher ability PP pupils will be achieving GDS in Reading. 19.5% of PP pupils achieved GDS in Reading compared to 16.7% of their non- disadvantaged peers. However, still not in line with national others (at 33%) - LA and SEND pupils will be effectively supported through the use of Phonic sessions and other interventions so that they make at least expected progress from their starting point. Although hard to measure at end of KS2 outcomes due to no progress measures, internal monitoring demonstrates positive progress from pupil starting points.
The % of PP pupils achieving ARE combined increases so the difference to national other continues to diminish.	- High quality teaching will address children's needs across all curriculum areas.

	-Talk for Writing will be embedded across the school, consistently. -Writing outcomes for PP pupils across the school will have increased. Continues to be a focus across school. EoKS2 outcomes show a positive reduction in the gap between PP and non PP. A gap of -21% in 2023 and -4% in 2024. -Effective Maths sessions will be embedded across the school. - Maths outcomes for PP pupils will have increased across the school. In 2024, 73.2% of PP pupils achieved ARE which is in line with national all and -2.8% difference to national non-PP. - EoKS2 combined for PP will have increased. Continues to remain around 54% for PP pupils. - Difference between combined PP and national others will have continued to diminish. 2023 difference was 11.6% and in 2024 the difference was 13.3% for combined PP compared to national others (non-PP)
A curriculum that is ambitious and delivers cultural capital for all pupils, particularly those who are disadvantaged.	- 100% of disadvantaged pupils will have attended at least one extra-curricular club or activity. All are invited but not all children choose to attend. There is high uptake for clubs like computing, football, gymnastics and dodgeball. - At least 80% of disadvantaged pupils will have attended at least one cultural enrichment activity organised through school. - 100% of educational trips will have a dedicated secondary focus which augments other areas of the curriculum through enrichment. - EoKS2 writing outcomes will see an overall improvement to at least in line with national.
Pupils have high attendance, come on time to school and are punctual.	- Overall attendance for PP pupils will be on an upward trend (94.19% 2018/19) After a dip In 21-22, this is slowly increasing. - Persistent absences for PP pupils will have reduced (15.33% 2018/19) Significant dip in 21-22 to 34.36% Improvement in 23-24 to 31.58% but still a concern/priority. - Overall school attendance will have improved to be in line with national. Small improvement – whole school attendance 92.93% academic year 23-24.

All children to make progress as they feel supported and their emotional needs are being addressed effectively.	- Children will know where they can get emotional support. Pupil voice demonstrated that 100% of pupils could name a member of staff they could go to for support. -Key children are identified by class teachers and referred to the school's ELSA. - Less behaviour incidents across school due to the support children receive. Significant reduction in suspensions due to the support available and the implementation of behaviour training based on Paul Dix's research. - Children who are accessing or have accessed the support over the year will be making expected progress from their starting point. - Staff will have evidence of progress in this area through the Boxall profiling. Further training being completed as part of Nurture UK training in 24-25. - positive feedback from parents/carers and pupils regarding nurture support

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: £269,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Staff on Vocabulary and language acquisition	Closing the Vocabulary Gap – Alex Quigley. In their 'Improving Literacy in KS2' (2017) document, the EEF state that the approach to developing vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words.	1

Reduced class size in Upper KS2	EEF + 3months. This had a positive impact on Y6 last year and due to the high numbers of disadvantaged and pupils with SEMH needs in Y5, and the need for accelerated progress, includes Y5 and y6 this academic year. 22/23 adaptation due to cohort needs - Y6 and Y4 are in reduced class sizes. 23/24 – Reduced class size in Y5 only.	2 , 5
Talk for Writing – continued CPD and support for Staff	EEF – Improving Literacy in Key Stage 2 – document states: Teaching writing composition strategies through modelling and supported practice. There is extensive evidence to support this method of teaching and this is part of the Talk for Writing sequence, in which teachers are receiving specific CPD.	2
Whole school CPD linked to Paul Dix 'When the adults change, everything changes' and 'After the Adults change'.	Further develop restorative practice based 30 second interventions. Further develop an ethos across school where 'deliberate calm, consistent and planned behaviour underpins everything.' (Dix, P:2021)	2, 3, 4, 5
Quality first teaching for all CPD	Rosenshine's principles. EEF Special Needs in mainstream schools: — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.	2, 3, 4, 5
Continue embedding Effective Maths across the school. Specific focus on Teachers/Support Staff new to school.	Mastery approach to Mathematics. (EEF +5Months) EEF Improving Maths in KS2 and 3 recommendations.	2
Reading read write inc	EEF Phonics + 4 months.	1, 2

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

Budgeted cost: £42910

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school Intervention Teacher	1:1 and group work across Year groups to support gaps in learning.	2
Reading 'Catch Up' intervention – Phonics	EEF Phonics + 4 months.	2
Y6 intervention	EEF Small group tuition +4months.	2

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

Budgeted cost:£ 28,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Interventions - Identified Behaviour Lead	Paul Dix – When the Adults Change, Everything Changes. EEF – Behaviour interventions +4	2,3,4
Attendance	EEF Attendance report March 2022	4
Breakfast club	EEF Attendance report March 2022	4,5
Social and Emotional Learning – PSA lead	EEF Social and Emotional Learning Interventions +4 months	2,3,4,5
Picture News – wider understanding of the world and to encourage debate about moral and social issues.	Resources tailored for primary with relevant and meaningful links to British Values and supporting pupils personal development.	5,3,1
Hull Children's university/ in school organised trips – wider opportunities linked (Cultural capital)	EEF tiered model and menu of approaches: Extracurricular activities, including sports, outdoor activities, arts, culture and trips	5,3,1

Total budgeted cost: £307,041

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As this is a 3 year plan, initial assessments following year 1 (and with Covid recovery in mind) show the following:

December 2022:

Attendance:

In 20-21, the attendance of those pupils eligible for PP increased to 94.87%. However, this has since dipped to 91.37% for 21-22 and so remains a high focus for the PP outcomes moving forward. The percentage of PP pupils who were persistent absentees also increased. Further, robust strategies have been implemented to support attendance in school. This has also meant additional support in this area from the school PSA. This has included home visits, phone calls and reasonable adjustments made by school where appropriate.

Language Acquisition:

As the children return to normal learning, following a difficult 2 years, the school have focussed on specific teaching of key vocabulary. This has been through training on Rosenshine's principles and Alex Quigley's 'Closing the Vocabulary Gap'. This continues to be a whole school approach to modelling and sharing good vocabulary. It is also essential in order to help children know more and remember more. This has been evident through book looks with subject leaders and pupils. Children are becoming more confident in using subject specific vocabulary.

% of PP pupils achieving ARE combined increases:

As many of the documentation states, it would not be helpful to compare the end of Key Stage 2 results in July 22 with those of previous years. This is due to the turbulent years that covid has brought to the children.

Following interventions to support the disadvantaged gap, and using school data, the Y6 PP pupils did increase their attainment in Reading more rapidly than their non-disadvantaged peers.

Research by the NFER in their 'The Impact of Covid-19 on Pupil Attainment' report states that the disadvantaged gap is wider 'than any gap resulting from the impact of the pandemic'. It also states that the 'widening appears to have been greater in mathematics than in reading for most primary year groups'. This does correlate with internal data in school. This has also meant a change in provision and the implementation of the '1st Class at Number' intervention. This is in its early stages at Burlington, but

key staff are receiving training and support from the Maths Hub. Assessment regarding this will be reported in the next review.

We continue to use Pixl assessments and intervention tools in order to identify gaps in pupils learning and complete the related therapies to support progress. This, as well as other interventions for PP, forms a significant part of our Pupil Progress Meetings – which take place termly. This is so that we can assess, plan, do and review as quick as possible for the benefit of the pupils.

Social and Emotional Well-being:

Our observations, and discussions with pupils and parents highlights that children do know where they can go for support with their emotional well-being. Key pupils have been identified by teachers and parents, and nurture interventions are in place. There has been a significant improvement in the behaviour incidents in children who access the nurture provision in school. All staff are becoming more familiar with the Boxall profile tool, working with the PSA and SENCO. Analysis of the Boxall assessments has shown that there has been a significant positive impact on the developmental and the diagnostic strands of the profile (on average across the pupils accessing this support). This demonstrates that the work completed as part of Nature Friendly Schools, Power programme and other SEMH interventions – including Jigsaw within the curriculum – is having a positive impact on the emotional well-being of pupils.

Curriculum – Cultural Capital and Diversity:

During the last academic year and following the pandemic restrictions, the school worked hard to return to its wide range of extra-curricular clubs offer. Data kept in school shows that 100% of PP pupils were offered at least one extra-curricular club or activity, and all PP pupils also attended at least one cultural enrichment activity organised through school during the last academic year. Diversity has been a focus for all subject leaders and additional support for teachers has been provided in order to support this across the wider curriculum. Music tuition has returned to face to face lessons and 42% of pupils who access music tuition are PP.

December 2023

Attendance:

In 20-21, the attendance of those pupils eligible for PP increased to 94.87%. However, this has since dipped to 91.37% for 21-22. In 22-23, this has continued to fall and was at 90.52% – despite the use of robust procedures in school. A new parent and pupil advisor has been employed by school to further support improvements in this area. Specific training has been sourced and is a priority of the 23-24 academic year.

The percentage of pupils that are eligible for PP and persistent absentees has stayed around the same at 34.36%.

Language Acquisition:

Language acquisition continued to be a focus in school and further embedded across the curriculum. Following further CPD on 'Closing the Vocabulary gap', there are consistencies in expectations regarding vocabulary and this is demonstrated around school – for example in school displays. Curriculum planning has also been adapted to ensure vocabulary is identified and clear for staff when teaching. Through monitoring completed by subject leaders and the disadvantaged champion, children are able to talk more confidently about their learning and are able to use the key vocabulary taught. Marking in books highlights the key vocabulary used and this is evident across the school – across the curriculum. Further work will take place with regards to identifying 'tiered vocabulary' – in order to make this clearer for pupils and support 'know more, remember more'.

% of PP pupils achieving ARE combined increases:

It is important to further identify that we are still in recovery from the Covid-19 pandemic. Comparisons, therefore, will not be made between end of key stage data in 2023 and pre-pandemic results. However, it is important to analyse data to identify ways forward and celebrate successes. End of Key Stage 2 attainment data:

% achieving ARE+	BJS all	PP BJS	Non-PP BJS	Diff	Non PP National	BJS PP diff to national other
Reading	67.5%	65.7%	68.6%	-2.9%	77.7%	-12%
GPS	76.3%	71.4%	80%	-8.6%	77.9%	-6.5%
Maths	72.5%	62.9%	80%	-17.1%	78.9%	-16%
Writing	66.3%	54.3%	75.6%	-21.3%	77.1%	-22.8%
Combined	56.3%	57.1%	55.6%	+1.5%	65.9%	-8.8%

The data shows that we can be cautiously optimistic that the strategies implemented are helping to diminish the disadvantaged gap.

Progress trends show an improving picture at Burlington Juniors.

Reading:

	2019	2020	2021	2022	2023	Trend
School	-2.34			-1.61	-1.24	⇧
National	0.02			0.11	0.04	⇩
LA	-0.07			-0.69	-0.42	⇧

Writing:

	2019	2020	2021	2022	2023	Trend
School	-0.16			-1.96	-0.66	⇧
National	0.02			0.07	0.04	⇩
LA	-0.66			-0.92	-0.61	⇧

Maths:

	2019	2020	2021	2022	2023	Trend
School	-1.07			-2.46	-0.06	⇧
National	0.02			0.12	0.04	⇩
LA	-0.73			-0.79	-0.74	⇧

As research following the pandemic shows, Writing has been most effected. This is the same at Burlington Junior School. Further training on 'Talk for Writing' will be conducted and a whole school review of Writing needs, including GPS, will be conducted with staff by the Writing Lead. CPD for Writing will be a core focus in the academic year 23-24.

Social and Emotional Well-being:

On returning to school, following the Covid-19 pandemic, a whole school focus was on community and pupil wellbeing. This continues to be at the forefront of learning and a new wellbeing policy has been created to further support this. We understand that early identification and working with parents in key in the area of SEMH and the new parent and pupil support advisor has completed ELSA training to ensure correct support for pupils in school. We have also been a part of the trial for the Mental Health in Schools team. This has been supporting one of their trainees, but also accessing support regarding whole school approaches to emotional wellbeing and providing advice for parents/carers. This will continue into the 23-24 academic year – with a focus on providing more support for parents and whole class support around anxiety, wellbeing and coping strategies.

The Nature Friendly school initiative continues to thrive within school. Pupils who access this support are able to speak about the benefits and enjoy accessing this provision.

Assessment of SEMH needs continues to develop and is a focus of 23-24 to ensure that this is embedded. Pupils who access ELSA will be assessed through the use of the specific ELSA assessment. Pupils who are accessing Nature Friendly School are assessed for their needs through the Boxall Profile. Additional training was completed by the Parent and Pupil support advisor on the use of Boxall Profiles by the Behaviour Support Team.

Staff have continued to receive CPD with regards to the Behaviour policy (based on Paul Dix's research and evidence base). All teachers and support staff have an understanding of the importance of relationship building and in Years 3,4 and 5 – a reduction in behaviour incidents was evident.

Curriculum – Cultural Capital and Diversity:

A wide range of clubs were on offer during the academic year 22-23, including: Golf, Gymnastics, Mindfulness, MakerEd, Computing etc. All pupils, including those eligible for the PP funding, were offered places at after school clubs.

During the academic year 22-23, we were able to reinstate our London trip for Year 6 pupils. All pupils were invited to take part. Positive feedback was received from parents and pupils with regards to this experience. For a school in a small, coastal town, this experience of a big, diverse city is invaluable.

As part of our work on careers, all children (including those eligible for PP) have had the chance to engage with a range of different jobs. This aims to support to raise aspirations and provide knowledge to the careers available.

There has been a slight increase in the percentage of pupils accessing music who are eligible for PP funding. In 22-23, 43% of pupils accessing specific musical instrument tuition in school were eligible for PP funding.

December 2024

Attendance:

Attendance continues to be a main priority for the school and further monitoring takes place weekly between the Attendance lead (Headteacher) and the Parent and Pupil support advisor. School work closely with other agencies that may be involved and where appropriate, seek support for families through the Early Help system. A small increase in attendance for PP has been evident in 23-24 – from 90.52% to 90.98%. The amount of pupils who are eligible for pupil premium and persistent absentees has reduced from 34.46% to 31.58%. This is still higher than national, but a positive improvement. As the school moves into a new 3 year plan for pupil premium, attendance will continue to be a focus of support.

Language Acquisition:

Due to the consistent focus and continued professional development for staff around language acquisition, and the importance of vocabulary, this is now embedded across the school and across the range of subjects. Children are exposed to high level texts in all subjects and each session has a focus on the key vocabulary needed. Training for staff using the research from Chris Quiggley and Rosenshines' principles has formed a key part of this improvement and is evident when completing monitoring of planning, lessons and book checks. CPD has also been completed on cognitive load theory, which has further supported our work on vocabulary and language acquisition. This has meant that subject leaders can be clearer about what language the children need to know and forms an essential part of long term planning and progression mapping in their subjects. Children are becoming more confident in their ability to discuss their learning, giving them the chance to know more and remember more.

% of PP pupils achieving ARE combined increases:

No KS2 progress data is available for the years 2023/24 and 2024/25 due to the impact of Covid-19 on KS1 prior attainment data.

% achieving ARE+	BJS all	PP BJS	Non-PP BJS	Diff	Non PP National	BJS PP diff to national other
Reading	71.4%	68.3%	75%	-6.7%	79.3%	-11%
GPS	74%	73.2%	75%	-1.8%	77.8%	-4.6%
Maths	74%	73.2%	75%	-1.8%	79%	-5.8%
Writing	70.1%	68.3%	72.2%	-3.9%	77.3%	-9%
Combined	55.8%	53.7%	58.3%	-4.6%	67%	-13.3%

As can be seen in the data, there has been a considerable improvement in the gap between PP and Non-PP in all areas. Further work to continue in regards to supporting PP and RWM combined.

Reading EXS + trend:

	2022	2023	2024	Trend
School	68.3%	67.5%	71.4%	⇧
National	74.5%	72.6%	74.3%	⇧
LA	73.7%	72.4%	74.4%	⇧

Maths EXS + trend:

	2022	2023	2024	Trend
School	57.3%	72.5%	74.0%	⇧
National	71.3%	72.9%	73.1%	⇧
LA	68.4%	71.0%	73.0%	⇧

Writing EXS + trend:

	2022	2023	2024	Trend
School	64.6%	66.3%	70.1%	⇧
National	69.5%	71.5%	71.8%	⇧
LA	67.6%	70.3%	70.3%	⇔

<u>Social and Emotional Well-being</u>:

During the academic year 23-24, all pupils accessed nurture provision through the school's Nature Friendly School initiative. Additional training for staff was completed on the behaviour policy, which is linked to Paul Dix's research and evidence base. The school has seen a positive impact on behaviour and a reduction in fixed term suspensions.

ELSA training was completed by 2 members of staff and pupils identified. Due to the complex SEMH needs of some of the children, it is hard to analyse progress. Further work will be undertaken on this in academic year 24-25 as the school embarks on training from Nurture UK.

The school worked closely with the Education Mental Health Practitioners and offered a range of sessions for parents/carers. Over the academic year, the amount of parents/carers attending this meeting increased and positive feedback was given to staff. The school also made links with the local

support for Adult mental health and wellbeing and they attended a parents evening in school. Further work to strengthen these links will continue.

Curriculum – Cultural Capital and Diversity:

A wide range of clubs continue to be offered at Burlington Junior School. These include: Golf, Gymnastics, Mindfulness, Science, Computing etc. All pupils, including those eligible for the PP funding, were offered places at after school clubs.

During the academic year 23-24, we completed our annual trip offered to Y6 pupils to London. All pupils were invited to take part. Positive feedback was received from parents and pupils with regards to this experience. For a school in a small, coastal town, this experience of a big, diverse city is invaluable. This trip is subsidised for those who are eligible for free school meals.

There has been a higher focus on pupils engaging in activities within the local area. Year 3 pupils now visit the local Bayle Museum and take part in the 'Ambassadors of Bridlington' trip linked to Hull Children's University. In year 4, they attend Howsham Mill and Year 5 visit Burton Agnes Hall. Y6 complete a range of local trips linked to their 'World of Work' topic. All children attend a 'beach day' during the summer term – which provides another opportunity for the pupils to explore and experience their local area.

As part of our work on careers, all children (including those eligible for PP) have had the chance to engage with a range of different jobs. This aims to support to raise aspirations and provide knowledge to the careers available. In the academic year 23-24, the school worked hard towards achieving the 'Golden Careers Mark'. This was awarded in July.

There continues to be a slight increase in the % of PP pupils accessing music lessons from the peripatetic teachers, currently 44%.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)