



Burdett-Coutts

Pupil Premium Strategy Statement
2021 - 2024

Pupil Premium money is additional funding which is allocated to schools to be used to support children who belong to groups which are vulnerable to underachievement. This includes children who are entitled to free school meals and children who are looked after by the Local Authority. The purpose of this funding is to accelerate progress and raise attainment.

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(2023-2024) and the effect that last year's spending of pupil premium had on our school.

School Overview

Detail	Data
School Name	Burdett-Coutts CE Primary School
Number of pupils in our school	147 (October 2023)
Proportion (%) of pupils premium eligible pupils	53 (35%)
Academic Year/s that our current pupil premium strategy plan covers. (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date this statement was reviewed and updated	October 2023
Statement Authorised by	Head Teacher & Chair of Governors
Pupil Premium Lead	Yvonne Barnett (Head Teacher)
Pupil Premium Governor	Narissa Bowles

Funding Overview

Detail	Data
Pupil Premium funding allocation for this academic year (2023-2024)	£63,000
Recovery premium funding allocation this academic year (2023-2024)	£2835.00
Pupil premium carried forward from previous years	£0
Total Budget for this Academic Year	£65,835.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Burdett-Coutts, we believe that all children are entitled to an education which allows every child to achieve their potential, regardless of their starting points in life or personal circumstances. We are aspirational in our aims, implementation, opportunities and outcomes for all our children. We believe that every child should be supported to achieve their full potential during the time that they are part of our school community. At Burdett-Coutts, we are determined and strive to ensure that every child leaves us feeling successful, confident and resilient, and are fully prepared for the next stage of their educational journey.

We aim to do this by:

- Establish positive and supporting working relationships with pupils, parents and carers, to ensure a cohesive approach to supporting a pupil (and where applicable their family)
- Holding the highest expectations of all pupils and not equating disadvantage or circumstance with low ability.
- Promoting an inclusive and collaborative ethos in classrooms which enables pupils from disadvantaged backgrounds to thrive
- Providing a broad range of extended school day opportunities which offer the opportunity to develop new skills, apply learnt skills and knowledge to broader learning activities such as coding, cooking, art and STEM classes. To engage in a range of music and drama related activities.
- Planning and delivering from an ambitious curriculum, with lessons of a high standard, so that gaps are narrowed, misconceptions addressed and improvements in outcomes achieved (and maintained).
- Relevant, high quality CPD to ensure that teachers are keeping up to date with relevant strategies and research which have a

proven track record in narrowing gaps in attainment and achievement.

- Rigorous tracking and monitoring of the progress of all children and responding accordingly and in a timely fashion when further support is required and when pupils are ready to be moved on.
- To ensure that any and all interventions are thoughtfully timetabled and are monitored closed term by term.
- Addressing any non-academic barriers to attainment such as attendance, behaviour, hunger and sleep.

Implementation

We have used the EEF Teaching and Learning Toolkit and EEF Guidance reports alongside other research including the DfE reading review report published in **** to inform our strategy. We have selected a small number of priorities, as we believe this will allow us to be more successful in our intent, implementation and eventual outcome of the interventions put in place. We will use termly light-touch reviews to ensure our approach is effective.

Our Tiered Approach

To prioritise our spending, we have adopted the tier approach recommended by the EEF to defiance our priorities and ensure balance. This approach comprises of three categories:

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies

Quality of Teaching - 'No Child Left Behind'

Quality first teaching (QFT), built from an ambitious curriculum, where lessons are planned with bespoke outcomes for each cohort, with high expectations for all, are crucial in improving outcomes for disadvantaged (all) pupils. Using the Pupil Premium Grant to improve teaching quality benefits all pupils. Our priority at Burdett-Coutts is to ensure that a highly effective teacher is in front of every class, and that they are supported by a team of professional colleagues (school based and external - such as speech and language therapists), to ensure that QFT is able to take place, and improvements in teaching and learning (outcomes) continue. We prioritise Reading and Oracy across the school, determined that we do all we can to ensure that our disadvantaged (all) pupils leave us as confident readers and articulate speakers.

Targeted Academic Support

We review the teaching, learning and progress of individual cohorts every term, and amend this during the term if required. These reviews are competed with the Class Teacher and Senior Leadership Team including the Maths and Literacy Leaders, SENDco and Head Teacher. At the conclusion of all cohort reviews, we consider how staff are deployed to provide specific targeted academic support, how they are delivered (booster lessons, in class, teaching assistant - group or one to one, external support). We monitor all interventions carefully and track progress across the year.

Wider Strategies

We aim to focus on the most significant non-academic barriers to success in school. These include working closely with parents and carers, attendance, behaviour, social and emotional support, food and sleep and having access to a wide range of extra curricular and enrichment activities.

We strongly believe that every child has the right to a broad and balanced and ambitious curriculum, which provides opportunities for children to access a range of opportunities and experiences which gives them an insight into roles and requirements needed for the readiness of future opportunities ahead of them.

Our Review Process

Annually reviewing a one year pupil premium plan and reading a new plan each year is time-costly and ineffective. A three year approach allows us to dedicate more time up front and introduce light touch reviews termly, to greater effect.

During a light touch review, we will review the success of each intervention, based on evidence and determine the most effective approach moving forward, adapting, expanding or ending an intervention as required.

The progress of pupils in receipt of the Pupil Premium Grant is discussed with teachers and other relevant staff regularly, as part of term Pupil Progress Meetings and with parents and carers during parent, pupil and teacher conferences.

Once the three year term has been completed, a new three year strategy will be created based on outcomes achieved from the execution of the previous strategy. It will take into account any new guidance and evidence of best practice available at the time. The Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

How will the school measure the impact of Pupil Premium Funding?

- Class teachers use a range of tools to measure attainment termly (or more frequently in some cases) these include: NFER termly assessment tools, RWInc phonics assessments, writing samples, summative tasks, pupil voice, marking and feedback.
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, Send and EAL (these form part of the Pupil Progress Meeting Raising Attainment Plan completed each term).
- Pupil Progress Meetings are held each term with teachers and other relevant staff, to monitor impact and identify any concerns to be addressed.
- Attendance data is collected and monitored by the schools Pastoral Support Manager and is reported termly to Governors.
- When selecting pupils for intervention and booster groups, this will not be limited to children who are in receipt of Pupil Premium Funding, but will include other pupils who have similar needs and would benefit.

Challenges

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

Challenge	Detail of Challenge
1	Covid Impact: School closures had a negative impact on many pupils, including those in receipt of the PPG. Gaps widened in most subjects, most especially writing and spelling. Non-academic areas such as negotiation and collaboration and early interaction and socialisation skills (EYFS) have also been adversely affected.
2	On entry assessments demonstrate that some children start school with lower than expected levels of receptive and expressive language. This can be because they have English as an additional language and/or they have some speech and language difficulties. We have noticed that some pupils joining in the EYFS continue to present with poorly developed language and limited vocabulary as well as limited concentration and social skills (sharing and negotiation).
3	Poorly developed social skills for some pupils in the EYFS. This impacts on pupils' ability to learn through play, as they are unable to convey needs, wants and ideas to stimulate, alter or adapt play with others effectively. They are struggling to stay on task and access provision independently with purposeful play and interactions. Some pupils have spent very little time in a preschool setting, and are finding it difficult to manage a whole day and require a lot of additional support.
4	**% of our pupils at Burdett-Coutts have been identified with SEND. This includes a range of needs, both for pupils with and without an Education Health Care Plan (EHCP), and those who require additional support. There has been a higher level of need observed for pupils entering the EYFS around the areas of PSED and language acquisition.
5	Attendance: we continue to proactively challenge attendance patterns for some groups of pupils. The school's pastoral support manager works closely with parents and external agencies to ensure that all pupils are in school and on time.
6	Some of our families need support from the school to access a range of external services. They may live in overcrowded households, or households that have challenging standards of presentation. Some families have parents working on shift patterns, including evening work. Access to technology can be challenging and they are not always able to support their children with homework or have the resources to expose them to extra curricular activities.
7	Due to COVID, many staff have not had sufficient CPD over the past two years to enable them to develop the classroom further. This is particularly the case for the less experienced teachers who have missed out on support at the early stages of their careers.

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
<p>Adults in the Early Years are highly skilled at supporting children to develop language through play. Provision in the Early Years prioritises early language development and oracy, as driven by the new curriculum.</p>	<ul style="list-style-type: none"> • Observations demonstrate that adults in our Early Years setting are confidently able to extend children's language through direct teaching and continuous provision. • EYFS staff have implemented the NELI programme (staff have been trained and interventions delivered) and the children who have taken part have made good progress.
<p>All staff are confident in teaching early reading. Lessons are engaging, pacy and children are making good progress in Phonics (and reading) across Reception to Year 1. New staff receive training and support.</p>	<ul style="list-style-type: none"> • Outcomes in the Year 1 phonics screening check for disadvantaged pupils are in line at least with national. • Forensic analysis and rigorous tracking ensure that the lowest 20% of children in reading are receiving high quality support that is enabling them to narrow gaps. • Observations of lessons show that lessons are pacy, engaging and adults are skilled at teaching early reading. • A programme of CPD has been planned and delivered for EYFS staff to include, reading, writing and oracy. This training has been further supported via follow up observations and ongoing CPD where identified.
<p>Quality of teaching and learning across the school is consistently good.</p>	<ul style="list-style-type: none"> • Staff, including support staff, are accessing high quality CPD. • Coaching, mentoring and support is provided for those staff where it is identified as being of benefit. • Core subject leaders are released each week to support, model and moderate planning, teaching and progress within their subject areas. • A range of CPD opportunities have been planned to deepen teachers and support staff's understanding of pedagogical understanding (reading and writing focus 2023/3024).
<p>Disadvantaged pupils make good progress and the gap between disadvantaged and non-disadvantaged pupils is narrowing.</p>	<p>Outcomes from assessments (formative and summative), alongside pupil voice, and evidence in books demonstrates that interventions are having an impact and the gap between disadvantaged and non-disadvantaged pupils is closing. High quality tuition is ensuring gaps are closing. Expectations for Pupils in lessons are high. Outcomes for PP premium pupils at the end of EYFS, KS1 and KS2 show year on year improvements with gaps narrowing year on year.</p>

Attendance for PP pupils is in line with national.	Attendance for PP pupils is above 95.5% and improving year on year.
Vulnerable pupils are well supported in relation to mental health and well-being and are enjoying school.	All pupils are well supported by our Pastoral team, including class based staff and are fully engaged in school life.

Activity in the Academic Year 2003- 2024

This section details how we intend to spend our Pupil Premium and (recovery premium funding) for the academic year 2023-2024 to address (continue to) the challenges listed above.

Teaching

For example: CPD, Recruitment and Retention) | Budgeted Cost: £21,985.00

Activity	Evidence that supports this approach	Challenge numbers(s) addressed
<ul style="list-style-type: none"> • Refresher training for staff teaching phonics (including new staff) - RWINC • Subscribe to the online RWINC programme 	Evidence (EEF) demonstrates that the impact of high quality phonics teaching is substantial (5 months+ over a year)	1,2,3,4 & 7
<ul style="list-style-type: none"> • Literacy Lead to prioritise Early Reading and work alongside colleagues teaching early reading. 	<p>Evidence (EEF) demonstrates that the impact of high quality synthetic phonic teaching is substantial (5 months + over a year).</p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p>	1, 2,3,4 & 7
<ul style="list-style-type: none"> • NELI training for new staff in the Early Years. • Release time for teaching assistants and 	Communication and Language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children’s language development benefits from	1, 2, 3, 4 & 7

<p>teachers to deliver the programme.</p> <ul style="list-style-type: none"> Part fund intervention and support leader who will support children in the Early Years with key interventions. 	<p>approaches that explicitly support communication throughout talking, verbal reasoning, modelling language and reasoning (EEF 2021).</p>	
<ul style="list-style-type: none"> Literacy Lead to prioritise the development of Writing across the Early Years and KS1, and work alongside colleagues in KS2 with the teaching of writing. Pie Corbett Training EYFS & KS1 	<p>EEF and other research (2015) suggests that oral language may play a stronger role in supporting this approach to writing in the early years and KS1 rather than in Key Stage 2. (we are only prioritising this for EYFS and KS1). Benefits include targeted support of key oral language competencies to support the production of early written text in struggling writers and those with weaker oral language skills.</p>	2 & 3
<ul style="list-style-type: none"> Regular training for Teaching assistants so that they become more skilled supporting children who need support. PPA time for those support staff who plan and teach groups to be included in their timetables. 	<p>Research shows that for Teaching Assistants to be effective, they also need access to high quality and training and support. The evidence around the impact of Teaching Assistants demonstrates that they have a consistent impact on attainment (4 months progress), but only if they have high quality support and training.</p>	1, 7

Targeted Academic Support

For example: tutoring, 1-1 support, structured interventions | Budgeted Cost: £23,850.00

Activity	Evidence that supports this approach	Challenge numbers addressed
<ul style="list-style-type: none"> Small group (3 - 6) tuition led by class teachers in Maths, Reading, Writing and Phonics (as identified across each term) Maths: First Class @ Number (delivered by HLTA and overseen by Maths Leader) 	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF reports that this can have an impact of 4 months across a year (EEF 2021).</p>	1, 2 & 7
<ul style="list-style-type: none"> 1:1 interventions Maths: Every A Counter (training completed by Maths Leaders and HLT - who will 	<p>Evidence indicates that one to one tuition can be effective providing approximately five additional months' progress on average (EEF).</p>	1, 2 & 7

deliver)		
<ul style="list-style-type: none"> Reading interventions led by trained teaching assistants - to include Welcomm and RWInc Booster Groups 	Small group sessions of 3 - 6 pupils targeted interventions do have an impact (EEF).	1, 2 & 7
<ul style="list-style-type: none"> After School Booster Groups for all pupils. Identified as part of Pupil Progress Meetings, parents informed. Sessions led by class teachers for reading, writing, phonics and maths as determined each term 	Small group sessions of 3 - 6 pupils targeted interventions do have an impact (EEF).	1, 2 & 7

Wider Strategies Support

For example: relating to attendance, wellbeing and attendance | Budgeted Cost: £20,000.00

Activity	Evidence that supports this approach	Challenge numbers addressed
Continue to employ a Pastoral Support Manager (0.8), who supports families and pupils and oversees all aspects of attendance and punctuality.	<i>Improving School Attendance: Support for Schools and Local Authorities DfE guidance (September 2021)</i> advises using Pupil Premium funding to address attendance issues.	1,4,5 & 6
Increase parental engagement in children's learning. Run parent workshops in school that are run by school staff or external agencies i.e Educational Psychologist Coffee Morning sessions.	Parental engagement has a positive impact on average of 4 months' additional progress (EEF). However, research indicates that it is more effective with younger children and needs to be planned carefully to ensure it has an impact. We will monitor this carefully and consider ways to have parents and children working together (research shows that this is more effective) where possible.	5 & 6
Subsidise the range of provision for Enrichment Clubs, with 10 - 12 clubs on offer each term for all pupils.	We know that children who are exposed to a rich and varied curriculum with opportunities to apply learning in a range of contexts through enrichment do better academically. Enrichment opportunities impact on	1,2,3,4,5 & 6

	children's comprehension and language and develop skills such as team work, investigation and curiosity negotiation and resilience and of course enjoyment and fun. Enrichment also increases levels of engagement in school.	
To embed a whole school 'reading for pleasure' culture. To include: <ul style="list-style-type: none"> Improving the range of books in the school library celebrating diversity, difference and the environment. Parent Community Library Parent Book Club 	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DfE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A world gap study suggested that pupils growing up in poverty hear 30 million fewer words in a conversation by the age of 3 than those from more privileged backgrounds. That lack of exposure to words and books has an impact on both their literacy and numeracy attainment (OUP, 2018).	2,3,4 & 6

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes: 2021 - 2022

Quality of Teaching

EYFS and Year 1 Phonics: **Outcomes** (Targets)

EYFS 19 pupils	2023 Outcome /Target GLD
	75% (15) 67% National 2023 79% (15/19)
Y1 Phonics check (21 pupils)	2023 Outcome /Target
	90% (19/21) 79.5% National 85.7% (18/21)

KS1: (Outcomes (Targets) 2023

Year/Cohort	Expected Standard (EXS)				Exceeding Expected Standard		
	Reading	Writing	Maths	RWM	Reading	Writing	Maths
2023 (20)	75% (15) 80% (16)	75% (15) 80% (16)	85% (17) 80% (16)	75% (15)	30% (6) 30% (6)	10% (2) 20% (4)	30% (6) 30% (6)
2023 - National	68%	59.4%	70%	55.4%	18%	7.5%	15.6%
Eligible for PPG	7/9 78%	7/9 78%	8/9 89%	7/9 78%	2/9 22%	0	3/9 33%

KS2: Year 6 SATS: Outcomes (Targets) 2023 National for 2023 (RWM - 59%)

Year/ Cohort	Expected Standard (EXS)				RWM EXS	Higher Standard			SPAG	RWM HS
	Reading	Writing	Maths	SPAG		Reading	Writing	Maths		
2023 21	91% (19) 86% (18) 73%	95% (20) 86% (18) 71%	91% (19) 86% (18) 73%	100% (21)	81% (17) 59% (N)	52% (11) 38% (8) (6 - KS1)	24% (5) 19% (4) (3 - KS1)	52% (11) 33% (7) (5 - KS1)	76% (16)	19% (4) 8%
Eligible for PPG	9/11 82%	11/11 100%	10/11 91%	11/11 100%	9/11 82%	10/11 91%	3/11 27%	6/11 55%	10/11 91%	3/11 27%

In 2023, attainment of disadvantaged Key Stage 2 pupils at Burdett-Coutts was well above the national average for all pupils. Disadvantage pupils have consistently performed well above national average for the last few years (excluding 2019 & 2020, no national data due to Covid).

High quality CPD opportunities, dedicated subject leadership time and clear systems for planning and assessment has meant both subject leaders and teachers have led more confidently. They are able to effectively evaluate the impact that our curriculum is having on all pupils,

and their access to engaging, pacy and well pitched lessons. The belief of 'no child left behind' and high expectations being set for all pupils has led to an increase in all (pupils, parents and teachers), driving and building positive learning environments.

Targeted Academic Support

The impact of targeted academic support can be seen in strong outcomes at the end of all key stages for disadvantaged (all) pupils. With those who may have missed 'pass marks' i.e standardised score of 100 at the end of key stage 2, still having made good progress from starting points from date of entry into the school.

Intervention groups continue to be carefully identified, via rigorous assessment and pupil progress monitoring meetings. This allows for pupils to make better than expected progress, as these groups are led by class teachers which allows them to forensically address misconceptions in learning, address gaps or pre-teach ahead of new concepts in whole class teaching.

Investment in Early Reading Materials and support for subject leaders has led to greater security in materials being used and has allowed leaders to have a thorough understanding of the teaching and learning across the school in their subject area.

Wider Strategies

The effectiveness of our Pastoral Support Manager is second to none. The relationships that have been established with families, especially those who often have concerns outside the school, feel safe to meet and talk with her about how support can be offered. Building strong relationships with key families has enabled us to overcome some key barriers for families, this work has impacted positively on children's wellbeing and engagement in school.

Our Pastoral Support Manager has effectively supported some of our more vulnerable children (and families), enabling them to be in school on time and participating fully in lessons. Feedback from parents demonstrates that they feel well supported.

Next Steps:

- Continue to work with support staff to develop quality of interventions, and in class support.
- Continue to plan and invest in further CPD opportunities for all staff linked to Phonics (RWInc - Early Years and new teachers), Neli program training, Pie Corbett Writing for EYFS and KS1, further subject leadership training for Science, Geography and History leaders.
- Continue to evaluate the progress of learners in intervention groups and begin to explore providing for groups of pupils based on broadening opportunities to apply learning and provide activities for extension and challenge.

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 of Education identify which ones are popular in England.

Programme	Provider
White Rose Maths online	White Rose
IXL (Maths and SPAG)	IXL
Read, Write, Inc online	Read, Write, Inc