

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Burgh by Sands
Number of pupils in school	101 plus 7 part time Nursery
Proportion (%) of pupil premium eligible pupils	3.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	9 th December 2021
Date on which it will be reviewed	9 th December 2022
Statement authorised by	John Crooks
Pupil premium lead	Sonia Southern
Governor / Trustee lead	John Crooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4035
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Burgh by Sands School we focus on the individual needs of all Pupil Premium pupils and identify the areas of barriers to learning, entitlement, encouragement and enrichment. Our intention is that all pupils despite their background or the challenges they face make good progress and achieve high attainment across all subject areas. We recognise that barriers can include low income families becoming involved in enrichment activities, support from home can be less consistent and the concentration skills of Pupil Premium children are less developed than their peers.

Our objectives for the Pupil Premium strategy are:

To continue to close the gap between disadvantaged and non-disadvantaged pupils

To support disadvantaged pupils access to learning by diminishing barriers to learning

To give access to enriching learning experiences in school and providing wrap around care when necessary

Our aims are to provide high quality first teaching in all classes to meet the needs of all pupils and ensure appropriate provision is accessible to all individuals and groups of pupils. The Pupil Premium funding will be allocated according to specific needs in school. Our strategy is also integral to wider school plans for education recovery.

To ensure our strategies are effective we will:

- Ensure disadvantaged pupils are challenged in their work
- Early intervention
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	Poor concentration skills
2	Poor social skills
3	Enriching curriculum opportunities for pupils

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
1. Provide extra STA support in class to work with children who struggle with concentration.	Children to concentrate more easily within the mainstream classroom. Develop independence in their learning Pupils having access to additional support in class to help develop independent strategies Use of knowledgeable and skilled staff to support children
2. Children to become more resilient and engage more easily in a range of social situations	Children with poor social skills will interact more easily with a wider range of children and will develop new relationships. Less conflict between groups of children during social times Staff to use emotion coaching strategies to support children across the whole school to develop emotional resilience
3. Targeted academic support for children using a range of technology to engage learners	Implementation of My Maths, Lexia and Times Tables Rockstars programmes across the school
4. School to provide and fund a range of enrichment activities	Pupil Premium children will be able to attend all enrichment activities offered through school as the barrier of funding these will be removed. The activities will provide experiences for the children that would not have been possible otherwise.

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: £ 4,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group in class fluid support for pupils led by TA	TA policy devised under EEF "Best use of TA's guidance report (2021)	1,3

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

Budgeted cost: £ 1,189.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra 1:1 support in class via STA	EEF- small group tuition support high cost yet effective	1,3
TT Rockstars	Supporting maths across the school and promoting engagement in learning through the use of digital technology EEF- Use of technology research	3
Lexia	To improve English skills across the school EEF- Use of technology research	3
My Maths	To improve maths skills and to address gaps in learning due to COVID-19 both in school and through the use of homework EEF- Use of technology research	3

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

Budgeted cost: £ 150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor and active learning encouraged by all	OFSTED research (2019) places emphasis on improving cultural capital especially for disadvantaged pupils	4

Total budgeted cost: £ 6035

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 2020 to 2021 academic year.

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.

The strategy plan for last year focussed on:

Poor concentration skills

- *Extra TA support provided for in class support*
- *Specialist support programmes bought and used in school and at home to enhance learning*

Poor Social skills

- *Use of emotion coaching in school to support emotional well-being and emotional resilience*

Punctuality

- *Transport to school and 2 sessions per week at Breakfast Club funded through PP funding*

Wider social experiences

- *Funding for a range of school trips and residential trips to ensure children could participate in trips they otherwise would not have been able to*

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
TT Rockstars	Ed Tech 50
Lexia	Lexia Learning Systems
My Maths	Oxford University Press
Letter join	Green and Tempest

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?	Providing wrap around care in the form of Breakfast club
What was the impact of that spending on service pupil premium eligible pupils?	Excellent attendance and punctuality at school

Further information (optional)

All staff in school have completed the emotion coaching training and we are using this in school to support all children PP or not to support their emotional well-being and resilience.