

Pupil premium strategy statement

This statement details Bure Valley 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.

Pupil premium includes all children entitled to free school meals (FSM), or who have been at some point in the last six years as well as children in care (LAC).

School overview

Detail	Data
School name	Bure Valley
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	19% (48 pupils Sept 21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22
Date this statement was published	Sept 21
Date on which it will be reviewed	Dec 21, Apr 22, July 22
Statement authorised by	J Olney
Pupil premium lead	J Olney
Governor / Trustee lead	M Stanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,455 £9,380 (LAC)
Recovery premium funding allocation this academic year	£5,075
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	£75,910

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to use the additional pupil premium and recovery funding we receive to support our children's needs effectively and raise the attainment of all children, including disadvantaged pupils, so that their average progress performance is comparable to non-disadvantaged pupils in school and nationally.

To achieve our objective of improving outcome for all pupils we have carefully devised a pupil premium strategy that will help us to achieve our key objectives.

The key principles that underpin our strategy are based on the understanding that a one size fits all approach to pupil premium spending and intervention can be ineffective. Pupils from within our pupil premium cohort do not all have the same needs. Targeting this group with a blanket approach to intervention would be inappropriate and an unproductive use of funding.

Research by Hobbs and Vignoles showed that a large proportion of free school meal eligible children were not in the lowest income households. One reason for this is that the very act of receiving means tested benefits and tax credits, that entitle a child to free school meals, can raise the household income above the working poor. Therefore, interventions targeted solely at pupil premium pupils could exclude other disadvantaged learners from additional support.

Changes in economic circumstances mean that pupil premium cohorts vary from year to year and sometimes even within year. Therefore, if pupil premium interventions are only made available for children with active pupil premium status, children moving in and out of this group might not continue to access the support they need. A pupil's level of need will continue regardless of their free school meal status.

Dr Becky Allen suggest that research does not always provide a strong link between money spent and increased attainment. A possible reason for this is that targeting generic interventions at groups that contain pupils with widely varying needs is ineffective. Therefore, we endeavour to ensure that the intervention meets the need of the small group or individual. We will not run an intervention for the sake of it.

Prioritising teacher development, with the aim of improving teaching in the classroom has proven to have the greatest impact on the attainment of pupils.

The EEF attainment gap report 2017 identified what happens in the classroom as making the biggest difference to pupils learning, including pupil premium children. High quality teaching has an impact on all pupils, but especially disadvantaged pupils (Rivkin et al, 2005). Therefore, implementing effective whole school strategies that

develop the quality of teaching is the foundation of our approach to spending pupil premium funding. As well as ensuring our staff ratios allow for effective support.

We recognise that a child's home life heavily influences academic attainment. Hobbs suggests that only 7% of social class differences in educational achievement can be accounted for by differences in the effectiveness of schools attended. This is reinforced by Dr Allen who reports that closing the attainment is a difficult challenge and maybe one that schools on their own will not be able to do.

We appreciate that closing the attainment gap is a long-term process rather than a quick fix. Therefore, we accept that sometimes we might not always reap the benefits of the work we do straight away, but that is not to say that pupils will not make accelerated progress at KS3 or KS4 as a consequence of the intervention and support they first received in KS2.

Challenges

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

Challenge number	Detail of challenge
1	Some pupil premium children are more likely to have been adversely affected by the COVID-19 lockdown and school closures, having been less likely to engage with home learning or not returning to school when eligible. Isolated pupils will need to develop learning behaviours, school stamina and social skills
2	Limited enrichment opportunities (in and out of school) for an extended period exacerbate an already limited understanding of the wider world and cultural experiences which impacts adversely on pupil aspirations
3	Parental anxieties around COVID-19 impacting on attendance
4	Restrictions potentially continuing to prevent pupils from attending or parents from being able to come into school. Adversely affecting already limited parental support and engagement
5	Low attainment on entry from KS1 – number, phonics, reading and vocabulary
6	More frequent behaviour difficulties
7	Integrating pupil premium actions with the wider school curriculum and cooperative values

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
To raise the attainment of disadvantaged pupils	<p>Attainment of disadvantaged pupils compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils nationally in both reading, writing and mathematics.</p> <p>Pupils achieve national average progress scores in reading, writing and maths.</p>
To ensure all pupils attend school and are punctual	Attendance of disadvantaged pupils is above 95%.
To ensure disadvantage pupils have part funded access to a range of enrichment activities across the school year	<p>Pupils cultural capital has been enhanced by them being able to access a breadth of experiences both in and out of school</p> <p>All pupils supported to access trips and extra-curricular clubs/activities.</p>
To improve parental engagement and support	<p>Families offered effective support and school works reactively to meet the needs of our diverse community.</p> <p>All parents to attend parent consultations, IEP meetings and family learning events.</p>

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: £49,043

Activity towards intended outcomes	Challenge number(s) addressed
<i>Upskilling of all staff through effective professional development to ensure teaching is effective and targeted as part of a quality first approach</i>	1, 5, 6, 7
<i>Peer coaching/Instructional coaching</i>	1
<i>Teacher retention and staffing – to include additional support staff and assistant SENDC) admin support</i>	1, 5, 6, 7
<i>Support for Early Career Teacher (ECT)</i>	1, 5, 6, 7
<i>Maths Mastery and English Hub support</i>	1, 5
<i>HLTA classroom support to enable additional classroom support and to offer specialist provision in PE and art</i>	1, 2, 6
<i>Increase adult classroom support to provide a more favourable staff to pupil ratio</i>	1, 5

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

Budgeted cost: £19,623

Activity towards intended outcomes	Challenge number(s) addressed
<i>Precision teaching and same day intervention</i>	1, 5
<i>Structured, targeted intervention to match pupil needs overseen by SENDCO</i>	1, 5
<i>Small group and 1:1 tuition</i>	1, 5
<i>Reducing class sizes in years 5 and 6</i>	1, 5
<i>Phonics package and training</i>	1, 5
<i>Speech and language</i>	1, 5
<i>Lunchtime homework support club</i>	1
<i>Online subscriptions for Stick n Spilt, Numbots and Times Tables Rockstars</i>	1, 4, 5

<i>Pupils planners and core knowledge material</i>	1, 2, 5, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,168

Activity towards intended outcomes	Challenge number(s) addressed
<i>Trauma informed CPD to upskill staff and help them be more emotionally available, better listeners with an improved understanding of challenging and/or trauma triggered behaviour</i>	1, 3, 6
<i>SEMH support to address mental health and behavioural issues</i>	1, 3, 6
<i>Pastoral support for pupils, family and staff. Pastoral lead acts as main regular contact between school and home for most vulnerable families</i>	1, 3, 6
<i>Access to Cluster Parent Support Advisor to provide families with extra support and help outside of school</i>	4, 6
<i>Counselling and Play Therapy to address mental health and anxiety</i>	1, 3, 6
<i>Subsidised Breakfast and Tea Club for before and after school wraparound care</i>	1, 3, 6
<i>Attendance Support to work with families and help school achieve 95%+ attendance</i>	1, 4
<i>Increasing parental engagement through workshops and family learning events</i>	4
<i>SIMS Parent app to help maintain regular and effective communication with parents and carers</i>	1, 4, 6
<i>Access to technology and educational materials</i>	1, 3
<i>Balanced curriculum that is carefully sequenced and creative. Offering opportunities for cultural development</i>	2
<i>Lunchtime club activities and playground resources</i>	1, 2, 7
<i>Financial support for trips, uniform and extra-curricular clubs</i>	2
<i>Access to hardship funds, food bank vouchers etc.</i>	4
<i>Termly themed event days/weeks to develop children's understanding of specific topics</i>	2
<i>Promote Aylsham library/NCC library service</i>	1, 2
<i>Purchase of more high interest low level reading book sets and Code X</i>	1, 5
<i>Reading challenge promotion and creating a welcoming and positive reading environment</i>	1, 2

Total budgeted cost: £98,932

This is not an exhaustive list but shows that we invest beyond our pupil premium/LAC funding (plus recovery funding) to support our disadvantaged children and their peers.

Evidence that supports these approaches

- EEF Pupil Premium Guide 2019
- EEF Summary of Recommendations 2019
- EEF Teaching and Learning Toolkit
- EEF Attainment Gap Report
- EEF Guidance Reports
- EEF Schools Guide to Implementation
- Teacher Standards, Gov.UK, 2012
- NFER report – Supporting the Attainment of Disadvantaged Pupils 2015
- Sutton Trust report – Potential for Success: Fulfilling the Promise of Highly Able Students 2018
- Research Schools Network
- Using Pupil Premium: Guidance for School Leaders, Gov.UK, 2021
- Education Policy – Evidence of Equity and Effectiveness, S Gorard, 2018
- The Pupil Premium is not Working (part I): Do not measure attainment gaps, B Allen, 2018
- The Pupil Premium is not Working (part II): Reporting Requirements Drive Short Term Interventionist Behaviour, B Allen, 2018
- The Pupil Premium is not Working (part II): Can Within-Classroom Inequalities Ever be Closed, B Allen, 2018
- How Trajectories of Disadvantage Help Explain School Attainment, S Gorard & N Saddiqui, 2019
- Recovery Premium Funding, Gov.UK, 2021
- School Led Tutoring – The National Tutoring Programme, Gov.UK, 2021
- Signs of Developmental Trauma at Home and School, Beacon House, 2021
- Trauma Informed UK Schools
- Get Outside, Taking Learning Beyond the Classroom in Support of the Recovery Curriculum, M Smith et al, 2021
- Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children, H Aston & H Grayson, 2013
- Assessing the Impact of Pupil Premium Funding on Primary School Segregation and Attainment, S Gorard et al, 2021
- Great Teaching Toolkit: Evidence Review, Coe et al, 2020
- Cognitive Architecture and Instructional Design: 20 Years Later, Sweller et al, 2019
- Improving Students Learning with Effective Learning Techniques: Promising Directions from Cognitive Educational Psychology, Dunlosky et al, 2013
- Developing Great Teaching, Teacher Development Trust, 2015

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.

Our intended outcomes from our previous plan (20-21) were:

- to close the attainment and progress gap between disadvantaged and non-disadvantaged pupils in school and against national benchmarks
- to ring fence targeted intervention and small group/1:1 tuition
- for disadvantaged pupils to be at or above our school target of 95%
- for all parents to be engaging better with school and their child's learning

Statutory disadvantaged pupil progress scores for the last academic year available (2019)

Measure	Score
Reading	-1.93
Writing	-3.08
Maths	-1.40

Statutory disadvantaged attainment for the last academic year available (2019)

Measure	Score
Meeting expected standard at KS2 RWM	50%
Meeting expected standard at KS2 Reading	67%
Writing	50%
Maths	58%
Achieving high standard at KS2 RWM	0%
Achieving high standard at KS2 Reading	25%
Writing	0%
Maths	8%

Attendance

During the last school closure (spring term 21) all pupil premium children were offered a place at school, as had our most disadvantaged and vulnerable pupils in the previous lockdown/school closure.

Attendance percentages for the school year 20-21 were 95.97% for disadvantaged pupils compared to 96.9% for non-disadvantaged.

Parent Engagement

Parent attendance at school events was discouraged due to school/LA safety controls in-line with the schools risk assessment. Parent consultations were moved online using School Cloud video conferencing. Any parents unable to meet remotely with their child's class teacher had a follow up phone call. Therefore, all parents participated in parent consultations. Google classroom was used successfully to provide remote learning for pupils working from home. All families with limited access to technology were offered school, LA or DfE laptops. Therefore, every family had access to a device if they needed one. Parents were taught how to access schoolwork through tablets and smart phones so that pupils could attend to their work remotely if they needed to.

Engagement with remote learning was mixed; and varied from cohort to cohort and from family to family. Where children were not engaging with remote learning, phone calls home were made regularly by school staff to enquire why and what support could be offered to facilitate work being completed satisfactorily. In many cases, this led to pupils being invited into school.

Home learning material was made available on the school website and our approach to remote learning was shared with parents in a variety of formats.

Disadvantaged Standardised Test Average Score (summer term 2021)

Measure	Score			
	Y3	Y4	Y5	Y6
Teacher Assessment - % Meeting Expected Standard Plus				
Reading	85.07	91.25		93.72
GAPs	89.07	84.5		91.45
Maths	90.46	92.87		93.36

SS bands WTS – up to 93 EXS 94-114 GDS 115 and above

Disadvantaged Standardised Test Progress Data (on track summer term 2021)				
Measure	Score			
% on track from KS1 WTS, EXS, GDS	Y3 (12)	Y4 (8)	Y5	Y6 (11)
Reading	33 (4)	38 (3)		64 (7)
GAPs	33 (4)	38 (3)		36 (4)
Maths	33 (4)	50 (4)		36 (4)
(number of pupils in brackets)				

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
Online Maths Tutoring	Third Space Learning

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The provision to which funds have been allocated has been based on rigorous research about interventions that has the most impact. Including research summaries, independent reviews and research. We also look to learn from other schools who have used their funding effectively.

The Sutton Trust – Education Endowment Foundation Pupil Premium Guide, Diagnostic Assessment and Teaching and Learning Toolkit has been used to prioritise spending based on potential impact.

Low cost strategies with a high impact currently being used in school which are not reflected in the above spend include:

- Effective feedback, marking and assessment
- The use of meta-cognition strategies
- Strategies to improve independence and resilience
- Mastery learning

All matters regarding the use of pupil premium funds are treated with discretion and in confidence.

Application for free school meals can be made by visiting the following website:

<https://www.norfolk.gov.uk/education-and-learning/schools/school-meals-and-milk>

If you are having difficulties accessing free school meals or need advice please do not hesitate to contact the school office.