

# Bure Valley School Pupil Premium Statement

This Pupil Premium Statement was completed after reading the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

At BVS, we believe that we are best placed to assess our pupils' needs and identify how to use the funding to help our disadvantaged pupils to improve their attainment.

## **Referring to evidence**

As per the pupil premium conditions of grant, we have drawn on evidence of effective practice in our decision-making and have referenced this within our school's statement.

The evidence cited in our statement is primarily from the Education Endowment Foundation (EEF), as the 'what works centre' for educational achievement.

## **Funding allocation and pupil eligibility figures**

The estimate within this statement is based on the data available to us at the time of completing our statement.

The % of pupils eligible for pupil premium, is the most up to date figure we have at the time you complete your statement.

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and school-led tutoring 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	Bure Valley
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	D Spalding, Exec Head
Pupil premium lead	J Olney, Head
Governor / Trustee lead	Mel Stanley, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,865
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,915

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of this 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.

A one-size fits all approach to pupil premium spending can be ineffective. We recognise that not all disadvantaged children have the same needs; so targeting this group with a blanket approach to intervention is inappropriate. Therefore, we will endeavor to ensure that targeted intervention meets the needs of each learner or small group. We will not run interventions for the sake of it.

Prioritising teacher development, with the aim of improving teaching and learning in the classroom, is most impactful on the attainment and progress of pupils. Therefore, 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 disadvantage 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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

We appreciate that closing the attainment gap between disadvantaged and non-disadvantaged pupils is a complex and long-term process rather than a quick fix. We accept that sometimes we might not always reap the benefits of the work we do by the end of key stage two. Nonetheless, pupils may go on to achieve well or make accelerated progress at a later stage in their education because of the intervention, support and teaching they received earlier in their schooling.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills, vocabulary and grapheme phoneme correspondence among many disadvantaged pupils on entry into Year 3. This gap can persist or widen without targeted teaching and additional support. This affects reading and writing development.</p> <p><i>Baseline WellComm Group reports show 28% of the 2022 Y3 cohort to be working below age related speech &amp; language expectations (8% significantly below).</i></p> <p><i>2022 Phonics screening on entry to Y3 &amp; Y4, show 68% of lower key stage pupils failed internal phonics screening checks (Sept 2022).</i></p>
2	<p>Data analysis indicates mathematical attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. This gap can persist or widen without targeted teaching and additional support.</p> <p><i>Over the last several years, on entry Year 3 baseline data has revealed that between 30 - 60% of our disadvantaged pupils arrive with lower attainment and/or a maths age below their chronological age.</i></p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

5	<p>Despite attendance data generally being good across the school, Our data over the last 3 years indicates that attendance percentages among disadvantaged pupils have been between slightly lower than that of non-disadvantaged pupils.</p> <p>With a larger number of disadvantaged pupils, having been ‘persistently absent’ compared to their non-disadvantaged peers during that period.</p> <p>Our observations indicate that absenteeism can negatively affect disadvantaged pupils’ progress.</p>
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## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Assessments and observations indicate a reduction in the % of pupils requiring additional phonics support beyond LKS2 (2022 – 12 children).</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes by 2025/26 show that more than 75% of disadvantaged pupils met the expected standard. With a minimum 10% reduction in the number of children with a reading age below their chronological age.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2025/26 show that more than 75%% of disadvantaged pupils meet the expected standard. With a minimum 20% reduction in the number of children with a maths age below their chronological age.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in incidents of bullying noted on SIMs/CPOMs</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>

	<ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent (90%) being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li></ul>
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## 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: **£57,896.17**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments: STAR assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils Twinkle Phonics, Rhino Reading Books, Accelerated Reader.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	3

and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a> Prioritising teacher development, with the aim of improving teaching in the classroom has proven to have the greatest impact on pupil attainment. <a href="#">EEF Attainment Gap Report 2017</a>	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: **£16,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (Twinkl/RWI).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2



<p>Purchase of Accelerated Reader (AR) to help to ensure progress for all readers, to improve motivation &amp; engagement and to better track and monitor reading.</p> <p>Promotion of school's Book Worm Reading Challenge.</p>	<p>Programme shown to support progression of reading skills. By allowing pupil to read suitable book, take an online quiz, and get immediate feedback. Children known to respond well to regular feedback and are motivated to make progress with their reading skills.</p> <p><a href="#">Accelerated Reader   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Homework support club.</p>	<p>Disadvantaged pupils typically receive additional benefits from homework, but are less likely to have a place to study, access to a device or parental support to complete tasks. Homework clubs offer pupils a supervised and supportive environment to complete homework activities during the school day.</p> <p><a href="#">EEF   Homework</a></p>	<p>1, 2, 3</p>
<p>Purchase of Edukey provision mapping software to reduce workload and manage SEND and pupil premium.</p>	<p><a href="#">EEF   SEND Guidance</a></p>	
<p>Purchase of online subscriptions to support learning at home.</p>	<p><a href="#">EEF   Remote Learning</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Retention of additional support staff and access to SEMH, pastoral, parent support advisor, nurture support and family learning coordinator.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Subsidised uniform, trips, extra-curricular clubs and breakfast &amp; tea club provision. Including access to hardship funds.</p>	<p>Reducing socio-economic segregation has many benefits and is an impactful use of pupil premium money.</p> <p><a href="#">EEF   Using Funding Effectively</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £80,916.17**

## 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.

2021/22 assessments suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

When at school, inconsistent staffing levels due to illness, absence and isolating staff affected the continuity of in school provision, interventions and targeted actions to support our disadvantaged pupils.

Although overall attendance in 2021/22 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers, with persistent absence higher as well.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continues to be affected by COVID-19-related issues, as well as the cost of living crisis. The impact of both has been particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
N/A	N/A

## Further information (optional)

### Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 recent pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.